

ATHLETIC JOURNAL

Vol. XXVII, No. 1

September, 1946



The Basic T

Bernie Masterson

Offensive Lineman Blocking
in the Line

Burton Ingwersen

Handle That Ball

Glenn S. Hubbard

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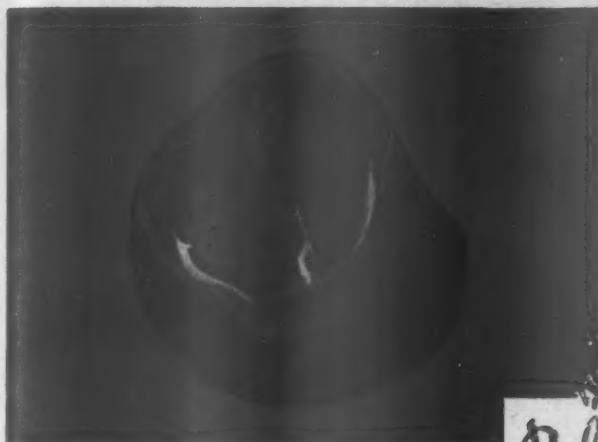
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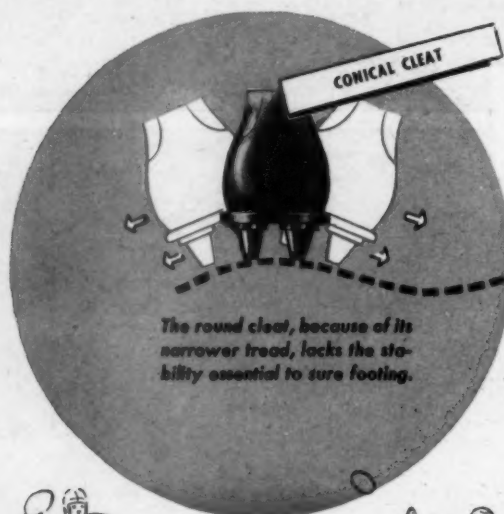
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from here and there - - -

CALVIN WALKER, assistant track coach at Ohio State, takes over the track duties at Butler, vacated when Ray Sears resigned. . . . L. W. St. John for thirty-one years Ohio State athletic director and long a figure in the N. C. A. A. will retire in June 1947 when he reaches the university retirement age and is to be replaced by Dick Larkins. . . . September school opening will see John Pace, for seven years athletic director and coach at Dwight, Illinois, High School moving to nearby Oregon High School. . . . James Wilson, former Illinois Normal athlete will direct the athletic and physical education program at Central Islip, Long Island, High School. . . . The new half million dollar physical training building at Michigan Tech will be named in honor of its late athletic director, Donald Sherman.

THIS fall F. J. Nessam of the Wisconsin State School for the Deaf starts his forty-first year of coaching. Is that a record for association with one school? . . . Jesse Hill, former U. S. C. athletic great will become assistant to Bill Hunter at his alma mater. . . . Don Anderson resumes his duties after a career in the navy, at Lanphier High School in Springfield, Illinois. . . . Freshmen sports at Penn State became a war casualty when it was decided to admit only students whose studies were interrupted by the war. . . . When Beloit College footballers report they will be met by one of the youngest college coaches, Jim Easterbrook. Jim, only twenty-six, coached at Urbana, Mattoon, and East St. Louis, Illinois, high schools following his playing days under Bob Zuppke. . . . Phil Knuth, author of two track articles in the spring issues has compiled an enviable record. In four years at Robert E. Lee High School, Jacksonville, Florida, his track teams have won twenty-seven consecutive meets, four conference meets and four state championships.

WHEN Max Read of East High School, Pawtucket, Rhode Island, instructs his boys to report in shape, he practices what he preaches. Every summer since his own high school days he has worked in a nearby ice plant and each fall returns to East melted down some twenty pounds. . . . George Walker is the new coach and athletic director at Hopedale, Illinois, High School. . . . William Council, former business manager of the East Cleveland school system is the new athletic director at Western Reserve. Council has received nation-wide recognition for his efficient management of Shaw Stadium where some twenty-five grid games

are played each fall. Western Reserve, one of the members of the newly formed Mid-American Conference, is building a field house. . . . Tony DeLellis of Loyola College, Los Angeles, recently arranged to fly his team in American Airlines planes to grid contests.

VICTOR WUKOVITS, one of the Illinois Whiz Kids in 1942 has been appointed basketball coach at Mishawaka, Indiana, High School. . . . Emory University has added two new instructors to its physical education staff in the persons of John Wydro, who ended his navy service by being a recreation officer in Japan, and James Little, who captained the University of Kentucky 1944 football team. . . . Harlem High School in Rockford, Illinois, signed Richard Folk as its new athletic director, while down state at Latham, Coke Traylor will take over similar duties.

JOHNNY ORSI, remembered as an All American end at Colgate in 1931 is the new coach at Episcopal Academy, Philadelphia. Johnny coached ten years at his alma mater, two years at Penn Charter, and two at Germantown Academy. He succeeds Ray Keegan who will supervise the eight-team grid program. . . . Under a recently approved recommendation, boxing matches in Idaho schools will be judged on a twelve-point system of scoring, four for attack, four for defense, and four for generalship. Idaho will also experiment with the order of legs in the medley relay. Do any states run the medley in different order than 110, 220, 440 and 880?

SEVERAL members of the Great Lakes basketball teams have landed nice coaching spots. "Fordy" Anderson goes to Drake with his old athletic officer, Russ Cook. Dob Davies is the new head coach at his alma mater, Seton Hall. Lee Williams will assume similar duties at Colby College. Bob Dietz and Wilbur Schumacher are giving "Tony" Hinkle a helping hand at Butler. . . . Steve Belichek, a footballer at Great Lakes, is the new football coach at Hiram College.

"BOBBOY" GRIEVE, former speedster at Illinois and assistant track coach at Penn State succeeds Tom Keane who retired after thirty-seven years of service at Syracuse University. . . . Robert C. Rowe, fullback on Colgate's "undefeated, untied, and uninvited" 1932 team replaces Charlie Soleau as backfield coach at his alma mater. . . . "Andy" Scafati

(Continued on page 52)



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 DISPLAYS





The Basic T

By **Bernie Masterson**
Football Coach, University of Nebraska

TO ASSUME his position, the center should place the toe of the left foot to the instep of the right foot and extend the left foot so that the distance between the feet is slightly wider than the shoulders. The heels should be directly behind the toes, perpendicular to the line of scrimmage, the left heel slightly raised and the knees directly over the toes. The height of the center's buttocks will be determined to some extent by the quarterback.

Grip and Passing of the Ball

The passing arm should be extended straight so that the point of the ball would be directly under the front of his head, the other arm with the wrist resting slightly above the knee. The ball is grasped slightly forward of the short axis with the laces of the ball always up. The pass is made by

the breaking of the elbow in and the wrist out, lifting the ball so that it is parallel to the ground at all times, placing the laces into the palm of the quarterback's hand. The pass is made with considerable force. This being a blind pass, it enables the center to have his head up and he, therefore, becomes as effective a blocker as any other lineman.

Position of the Quarterback

To assume a correct position, the quarterback should stand approximately a foot behind the center. The position of his feet should be, one foot behind the other, the toe of that foot being even with the heel of the front foot, and the feet approximately a foot apart. The quarterback should stand erect, then by merely bending the knees and leaving his shoulders back, he is

BERNIE MASTERSON, after graduation from the University of Nebraska in 1933, played seven years with the Chicago Bears (1934-'40.) He was an assistant coach at Stanford in the spring of 1940, helping coach the backfield which put the Indians in the Rose Bowl against Nebraska, January 1, 1941. Masterson then served as backfield coach at U.C.L.A., helping with the team that played in the Rose Bowl, January 1, 1942. He was commissioned in the Navy in 1942 and served until 1945. His only connection with football during this service was as head coach of St. Mary's Pre-Flight in 1945.

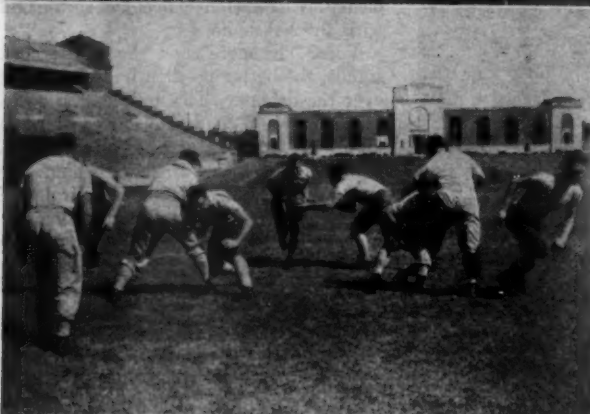
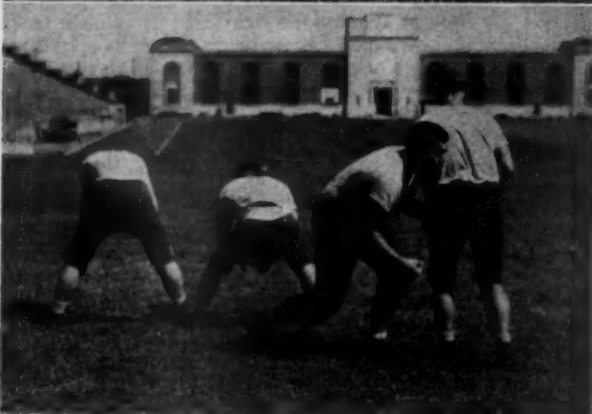
in position to place his hands. The buttocks are his ballast. If the quarterback is right-handed, his right hand fits into the crotch of the center with the fingers spread and palm down. The fingers should extend through the crotch as far as the third row of knuckles, and a slightly lifting pressure should be applied in order to give the center a target for passing the ball. The left hand is placed, with fingers extended, vertical to the ground, palm forward, the heel of the hands approximately four inches apart. He is now in position to receive the ball from center and upon doing so, he simultaneously grasps the ball with his free hand as the center passes it. The ball received in this style, with the laces up, makes it possible for the quarterback to assume a passing grip on the ball immediately by a slight movement of the ball with the left hand.

Note: The more erect the quarterback stands, the better position he is in to look over the defense. This enables the backs to come closer to the quarterback when faking for, or receiving, the ball from him.

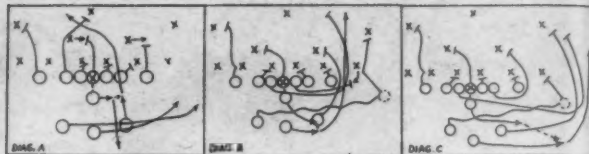
The fullback is directly behind the center at a distance of four yards from the tip of the ball. His feet are approximately fourteen inches apart, his heels off the ground, his toes pointed slightly in. His hands rest on his legs a little above the knees, which puts him in a crouching position; the head is up, and the eyes are directed upfield. The halfbacks assume the same position with their heels on a line with the toes of the fullback, the outside leg of the tackles splitting the halfback.

In receiving the ball from the quarterback, the halfbacks and fullback place their wrists on their hips with their fingers extended forward and their palms facing in. The exchange of the ball is fully the responsibility of the quarterback. In handing the ball to the backs, he places the ball just above the belt line, with the long axis of the ball parallel to the line of scrimmage and the ground, into the pocket which is formed by the receiver's hands. This enables the halfbacks to tuck the ball away as they desire. Very little pressure is applied against the ball by the quarterback during the exchange.

The following are three basic T formation plays.



SERIES A



A. Quick-Opening Play

Quarterback, right foot back. Cross-over with left leg one-quarter pivot, pivoting on the ball of the right foot with the right knee low. Gives the ball to right halfback with the left hand, after which he fakes a lateral pass to the left halfback.

Right halfback receives the ball from the quarterback and carries it between his right guard and tackle.

Fullback fakes to the right.

Left halfback fakes for lateral pass from the quarter-back.

Right end uses a long side-body on the left defensive line-backer.

Right tackle, a right shoulder block on the defensive left tackle.

Right guard, a left shoulder block on the defensive left guard.

Center, a long side-body on the right defensive line-backer.

Left guard, a left shoulder block on the defensive right guard.

Left tackle, open field block on the safety.

Left End, open field block on the right defensive halfback.

B. Fullback Off-Tackle Play

Quarterback, right foot back. Type of pivot—a three-quarter reverse pivot, pivoting on the ball of the right foot. After taking two steps at a forty-five degree angle, he is in position to give the ball to the fullback with his left hand.

Right halfback, starting with his right foot, goes off the right hip of his right end to block the left defensive line-backer.

Fullback steps off with his right foot and after taking two more steps breaks toward the line of scrimmage and is then in position to receive the ball from the quarterback. He then carries the ball off tackle following his left guard as a personal interferer.

Left halfback, before the ball is snapped, goes in motion to the right. He steps forward with his left foot, pivots, and steps off to the right with his right foot continuing until he is in the position of a wingback, one yard to the outside of their defensive left end. At the snap of the ball, he fakes at the left defensive end, and continues down the field, and blocks the defensive left halfback.

Right end, a left shoulder block on the defensive left tackle.

Right tackle, a left shoulder block on the defensive left guard.

Right guard pulls and blocks the defensive left end using the right shoulder.

Center, a long side block on the defensive right line-backer.

Left guard pulls and leads the play between the defensive left end and left tackle.

Left tackle uses a long side-body block on the defensive right guard.

Left end checks the defensive right tackle with a shoulder block continuing down field to block the defensive right halfback.

C. Fullback End Run

Quarterback, right foot back. Type of pivot—three-quarter reverse pivot, pivoting on the ball of the right foot. Using a skip with the right foot first and then the left, the quarterback is now in position to toss the ball to the fullback. He uses a spiral lateral.

Right halfback, using the Y start leads the play around end, blocking the left defensive halfback.

Fullback, using the Y start by stepping off with his right foot continues to the right by bellying back. He receives the ball in a position outside the defensive left end, after which he follows the left guard as his personal interferer.

Left halfback before the ball is snapped, goes in motion to the right, steps forward with his left foot, pivots, and steps off to the right continuing until he is in the position of a wingback outside the defensive end. At the snap of the ball, he blocks the left

(Continued on page 50)



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SERIES B



SERIES C



Illustration 1



Illustration 1A



Illustration 2

Offensive Lineman Blocking in the Line

By **BURTON INGWERSEN**
Line Coach, University of Illinois

IN THE light of recent developments, it is amusing to read the following statement in John W. Heisman's book, *Principles of Football*, published in 1922: "In the good old days there was only one general offensive formation in the game and that was used by all teams. For many years all the teams lined up, when they had the ball, as shown below."

E T G X G T E
Q
L F R

It seems that all the coaches in present-day football are talking about the T formation. A few years ago, the unbalanced and single-wingback type of offense was most used. Whereas, today the T formation is far and away the most prevalent offense used.

The old T formation that we used at the University of Illinois in 1917 under Coach Robert C. Zuppke, has been streamlined with the man-in-motion, split lines and ends out wide. George Halas, former University of Illinois Varsity football player, present owner and coach of the Chicago Bears of the National Professional Football League and Ralph Jones, former basketball coach at the University of Illinois and a football coach of the Chicago Bears, were instrumental in bringing the T formation before the public eye. Other coaches have added a great deal to the formation.

The stance and the offensive blocking of the lineman have changed very little

BURTON INGWERSEN, an outstanding lineman in his undergraduate days at the University of Illinois has returned to his alma mater as line coach. In the interim as line coach at Louisiana State, head coach at the University of Iowa and line coach at Northwestern University, his lines have been thoroughly grounded in the fundamentals of line play. During the war, as lieutenant commander, he was stationed in Chapel Hill, North Carolina heading up the navy pre-flight school there in 1943-1945.

from that used in the early days of the T formation. The teaching of blocking has been more concentrated, but the good old shoulder block is still the most efficient method of handling defensive linemen. There is no question that with most offensive plays from the T, the plays hit so quickly, that it is not necessary to move the defensive lineman. All that the offensive lineman has to do is to hit him with his shoulder and screen the play. By doing this screening he can hit higher, but the offensive lineman has to hit and get contact as quickly as with any other formation. If the lineman goes too low, he will not screen the play, and it will be possible for the defensive lineman to reach over and get his hands on the ball-carrier. There is a great deal of check blocking, cross blocking, straight blocking, lineman pulling out to block defensive lineman and blocking the line-backers. There is very little double-team blocking on a defensive

lineman, but the linemen have to be well drilled in knowing when to use straight shoulder blocking or cross blocking.

One of the important points in good offensive line play is the stance. A lineman must have a comfortable position in order to maneuver, and execute his duties. A coach should insist on a proper stance so that the player can execute the fundamentals without difficulty. Illustrations 1 and 1A show the three-point staggered stance of an offensive lineman.

The feet are placed between eighteen and twenty-four inches apart, with the toe of the right foot on line with the heel of the other. Both feet are pointing straight ahead and the lineman's knees have a full bend. His weight is slightly forward with his balance on the balls of both feet, and his arm corresponding to the rear foot is dropped straight from the shoulder to the ground and slightly to the inside of the knee. The hand on the ground is resting on the first and second row of knuckles and the other arm is relaxed by resting the forearm on the knee. His head is up, eyes straight ahead, bull-neck, shoulders in a horizontal plane, hips lower than the shoulders and back straight. He is in a comfortable position, ready to block straight ahead or pull out for other types of maneuvers.

The center stance is practically the same as that of the other linemen except that his hips are carried higher to allow freedom in snapping the ball. Illustration 2



Illustration 3

shows the T center in position to snap the ball. His head up, eyes looking straight ahead, one hand on the ball, the other forearm resting on his thigh, he is ready to make a blind pass and an effective block. There should be no weight on the ball.

It is necessary to teach the lineman to pull out of the line, to block, or run interference. With the T formation any of the linemen may be used to pull out. If the lineman's right foot is back, he should push off with his right arm and left foot and practically pivot on the heel of his right foot. He should gain a little ground to the side with his right foot and the toe of his right foot should be pointing in the direction in which he is going. As the lineman makes this pivot, he should swing his left arm and left hip around, and keep his body low over the thigh of his right leg. A lineman should use his arms while running. When going to the left, if the lineman has his left foot forward, he will give four to six inches from the line of scrimmage while making the pivot with his left foot. Illustration 3 shows the pivot.

Shoulder Blocking

Whenever a defensive lineman plays straight ahead of an offensive lineman and he wants to turn him to his left, he should



Illustration 5

make a quick, sustained block with his left shoulder. This maneuver is accomplished by shooting his left shoulder into the thigh of the opponent's left leg and coming up simultaneously with his left foot. His shoulder will hit at a slight instant before his foot hits the ground. The lineman should drive his head close with bull-neck to the opponent's thigh in order to get full, solid shoulder contact. The left arm may also be used by bending and raising the elbow to shoulder level, the hands holding the jersey chest high. The blocker must keep his eyes focused on his opponent and when he gets contact, he should follow up fast with short, powerful steps. His feet should remain spread in order to keep proper balance as the opponent is being moved or turned; his left shoulder may slide up the thigh of the opponent. Illustration 4 shows the initial contact.

In a situation where the defensive line-



Illustration 4

man plays the offensive lineman's left shoulder and the offensive lineman is trying to block him to his left, he should block his opponent with his right shoulder and with his head in front of the opponent. This block is known as a reverse shoulder block. Illustration 5 shows this maneuver.

With the various defenses being used against the T formation, it is essential that the lineman should know whether he should use a straight shoulder block, cross block, or change assignment with a lineman and get one of the line-backers. These maneuvers can easily be shown by Diagram 1.

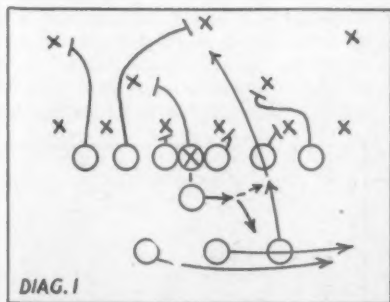
The offensive right guard blocks the defensive left guard in, the offensive right tackle blocks the defensive left tackle out and the offensive right end blocks the line-backer.

In case the defensive left guard plays the right shoulder of the offensive right guard, the offensive right guard and the offensive right tackle should cross-block as shown in Diagram 2.

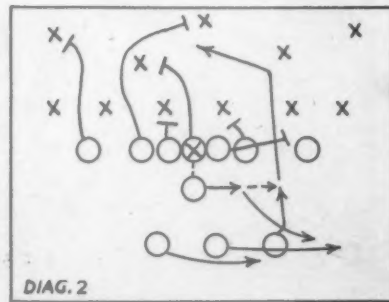
The offensive right tackle blocks the defensive left guard in and the offensive right guard blocks the defensive left tackle out.

Whenever a team is using a split line and executing the same play as in Dia-

(Continued on page 36)



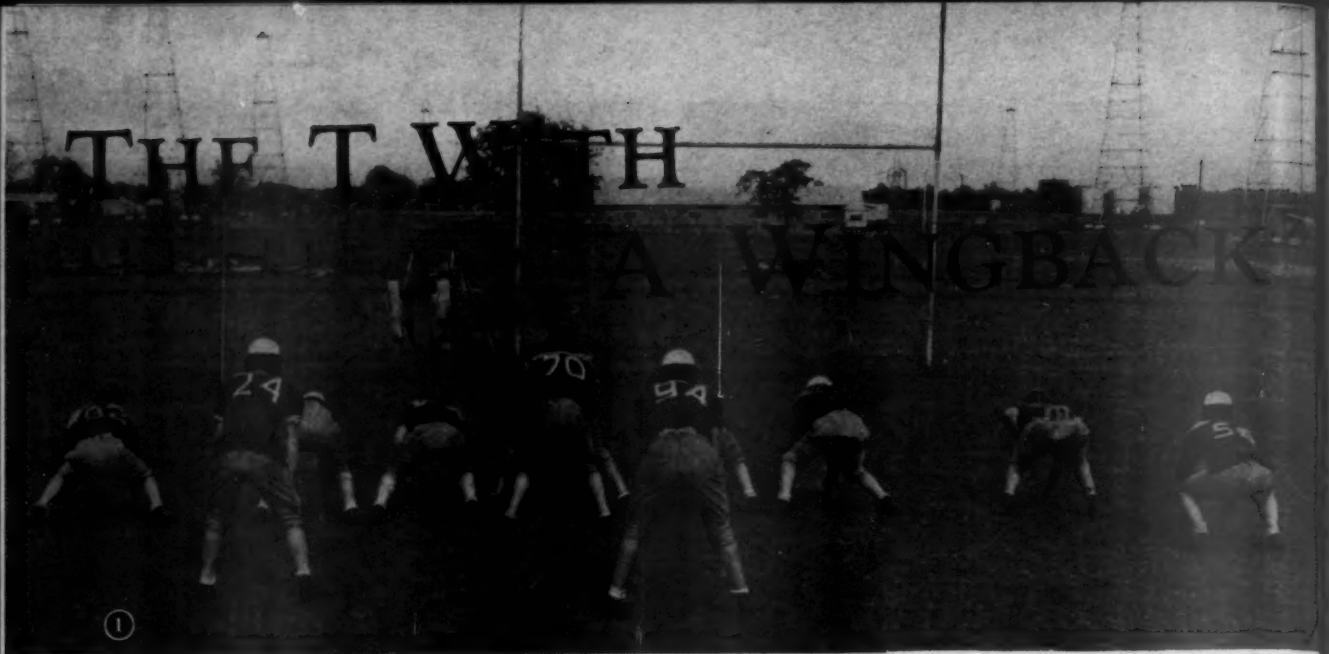
DIAG. 1



DIAG. 2

THE T WITH

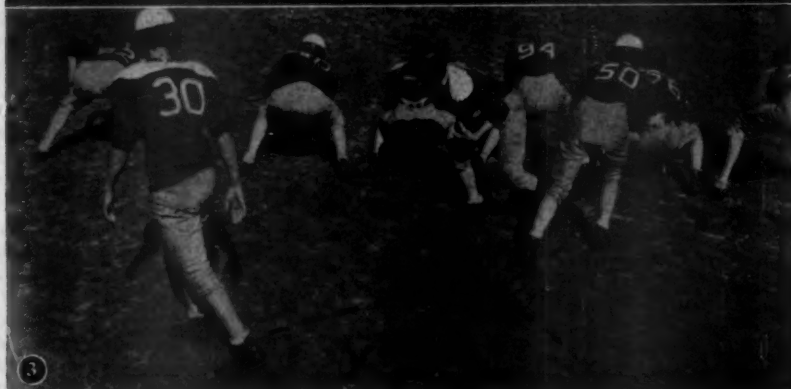
A WINGBACK



①



②



③



④

By Charles Webb

Coach, Van, Texas, High School

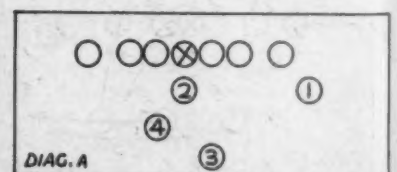
THERE are five principal systems used in football today. These are the single-wing, short punt, double-wing, Notre Dame, and T formations.

These are the basic formations, but hundreds of modifications have been introduced by various coaches and in some instances with a great deal of success.

The T formation is one of the oldest, but within the past few years it has been revolutionized, and is probably the most deceptive and most colorful one that we have.

One can see why football may be called a science since in the T formation alone we may have thousands of variations such as spacing of men, running the man-in-motion, etc. This makes nearly every team using the T attack a little different from any other team. It may be safe to say that out of the high schools, colleges, and professional teams using the T formation, no two teams use it exactly the same. For instance, many use it with a balanced line where deception is distributed evenly; others use the T formation with an unbalanced line and favor the strong side.

There are principally two schools of thought in offensive football. One is concentrated blocking and opening of a hole, utilizing every man on the team and wasting none, but in so doing sacrificing some deception. This is characteristic of the unbalanced single-wing and short-punt formations. It is not my contention that



FROM New Mexico A. & M. College where he played football, Charles Webb joined an all-star team which toured the Hawaiian Islands, then served as head coach at Roosevelt High School in Honolulu. Having played under other systems, Mr. Webb was reluctant to go all out for the T, hence the combination of the single-wing and T as presented in this article.

these formations have no deception, but it is generally agreed that their basic principle or the root of these formations such as the off-tackle play must work before the spins and deceptions are later built up.

The second school of thought is that which the T formation has brought into modern offensive football. It is to outsmart and "outfox" the defense on every play. This is a complete swing of the pendulum from the days of the flying wedge and power football.

In outsmarting the defense under the T formation, a man-in-motion is used extensively. Incidentally, the man-in-motion has been used in other formations and the chief criticism is that many times it is a man wasted, and the team using it is playing with only ten men. The T formation, however, has brought out the fact that the man may serve a useful purpose and, although wasted many times, he may mean another man breaking loose.

Whereas definite concentrated shoulder-to-shoulder blocking takes place in other formations, in the T formation many cheek blocks are used. The "T disease" which has swept the nation recently was somewhat of a gamble with most coaches during its rebirth. Stanford University and the Chicago Bears started the epidemic. It was first thought completely impractical for high schools, but only this past year Highland Park High of Dallas ended the season as co-champions of Texas and they used the T extensively. More and more, high school coaches are taking it up.

I mentioned the T being a gamble. I will mention a few points which I believe are the T's disadvantages:

1. The ball is usually handed off by the man directly behind the center, and chances for a fumble during this interchange are likely. A team is at a distinct disadvantage on a rainy, wet day when the ball is slippery.

2. Goal-line fumbles are costly, and many times this happens when a straight play would have driven the ball over.

3. The quick kick which is considered a definite offensive threat is not available unless another formation is used.

4. Plays are a little more complex, timing more difficult, and faster men are needed for the T than in some other formations.

Using the strong points of the T formation and knowing these disadvantages which I have listed, I tried to work out

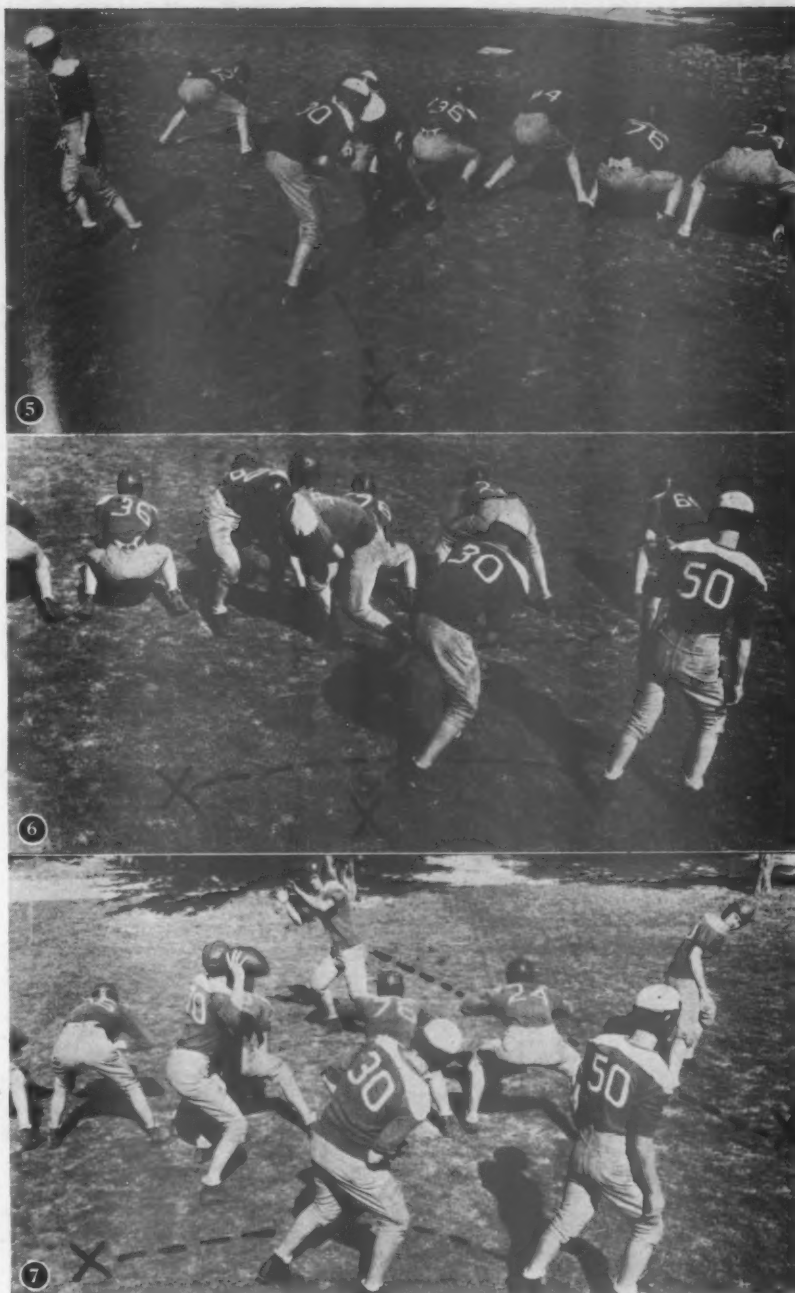


Illustration 1. The T wingback formation showing spacing of men.

Illustration 2. Play 46 off-tackle, right, being run under game conditions. The arrow shows the path of the tailback taking a hand-off from the quarterback. The fullback is in motion to the left. The wingback is blocking the defensive end out.

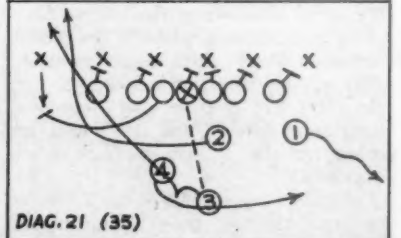
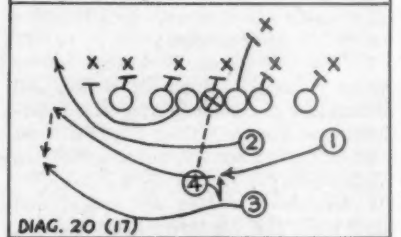
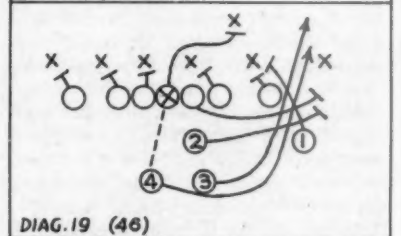
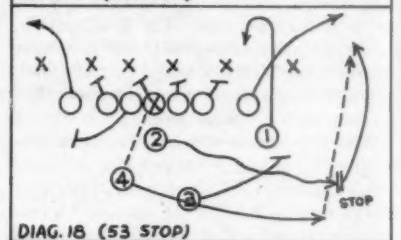
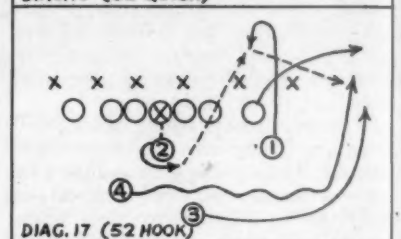
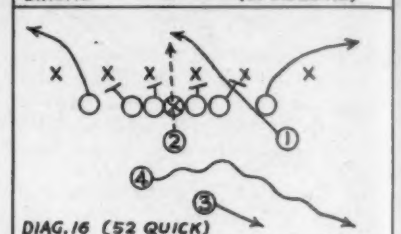
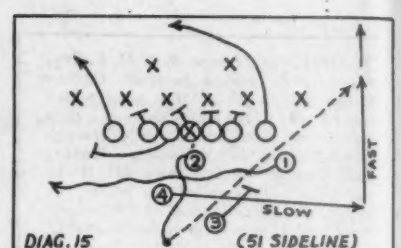
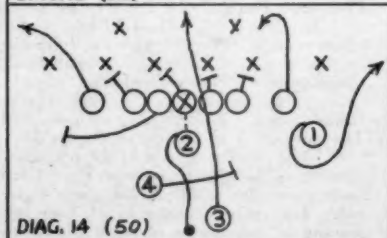
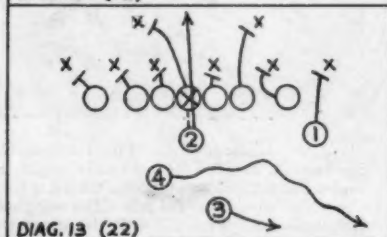
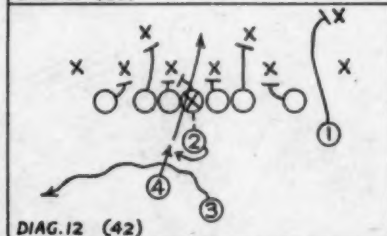
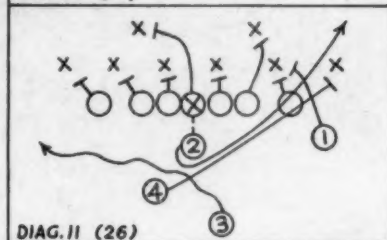
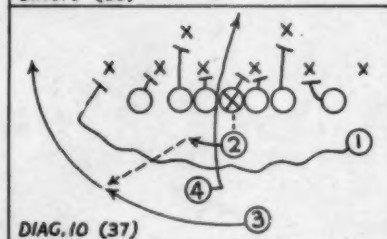
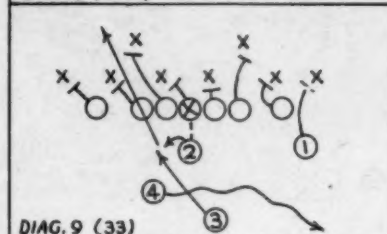
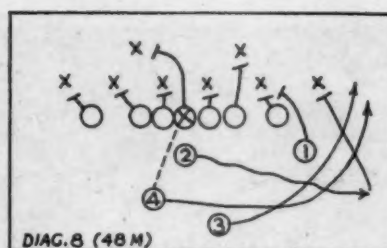
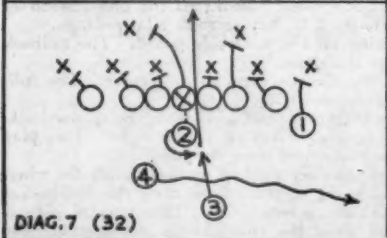
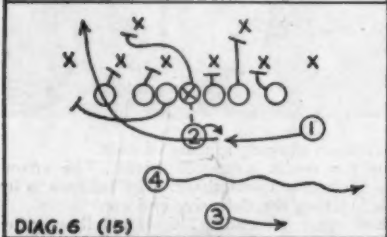
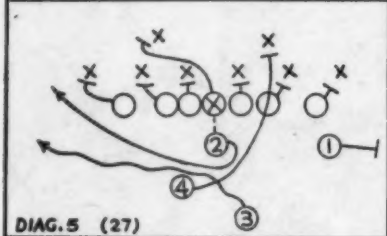
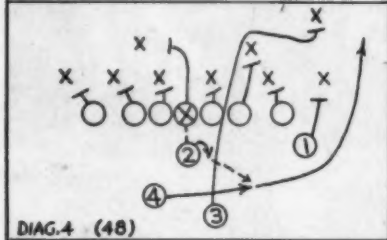
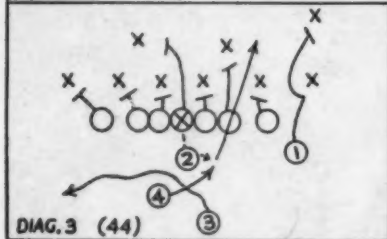
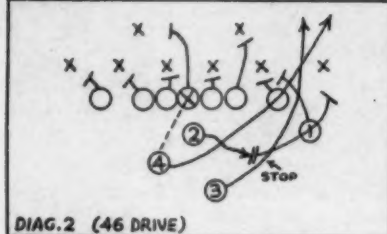
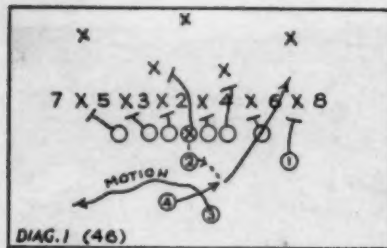
Illustration 3. Play 27 with the quarterback skirting left end. This is a follow-up to Play 46. The tailback fakes to go past the quarterback who keeps the ball instead of handing it off. The fullback, in motion to the left, may serve as a lateral man.

Illustration 4. Play 33 with the fullback driving off the weak-side guard. The tailback is in motion to the right.

Illustration 5. Play 42 with the tailback driving directly through the center. The fullback is in motion to the left.

Illustration 6. Reverse play with the wingback taking a hand-off from the quarterback. The tailback is in motion to the right. The fullback fakes off to the right. This play points out one of the principal advantages in having the wingback.

Illustration 7. Quick pass with the quarterback standing straight up and hitting the wingback across the middle. Notice the right end going to the flat to draw the line-backer out. The tailback and fullback fake off as in the reverse play. This type of play is gaining in popularity in high school football since the rule change stating that "the passer need not be five yards back."



a variation which would strengthen the T's weak points even though a little deception would be lost. It must be clearly understood that I have not originated a new formation but merely modified the T.

Another point that I wish to bring in here is that every system has its advantages and disadvantages and it is generally agreed upon that, "It isn't the system, it's the execution." With the right type of material and coaching, any system may be a success.

The T wingback system which I am describing came to me as a result of much observation and introspection. This, after much trial and error, or first-hand experience, seems to me to be a practical formation for both high school and college. Having played behind short-punt, single- and double-wing styles of attack for several years, I was a little skeptical of the T formation.

Diagram 1. Two hands off to 4 through 6 hole. Play 46.

Diagram 2. Direct pass to 4. Two in motion, stops, then drives the end out. Three leads the play. One with the end blocks the tackle. Play 46-A drive.

Diagram 3. Two hands the ball to 4 who goes through 4 hole. Play 44.

Diagram 4. Two fakes to 3 who goes through the guard, laterals back to 4 who goes around end. Play 48.

Diagram 5. Two fakes to 4, circles left end. Play 27.

Diagram 6. Two hands the ball to the wingback who reverses off left tackle. Play 15.

Diagram 7. Two hands the ball to 3 who goes over the middle. Four is in motion. Play 32.

Diagram 8. Two, in motion, blocks the end in. A direct pass to 4 who sweeps right end. Play 48 M.

Diagram 9. Two hands the ball to 3 who goes off left guard. Four is in motion. Play 33.

Diagram 10. Two fakes to 4 who goes through the middle, laterals to 3 who goes around end. One, in motion, drives the end in. Play 37.

Diagram 11. Two fakes to 4 and drives off right tackle. Play 26.

Diagram 12. Two gives the ball to 4 who goes through the middle. Play 42.

Diagram 13. Two goes directly through center. Four is in motion, 3 fakes. Play 22.

Diagram 14. Two fakes to 3, drops back and passes to the right end, wingback or fullback. Play 50.

Diagram 15. Two drops back, passes to 4 down the right sideline. One is in motion. Play 51 Sideline.

Diagram 16. Two passes to the wingback directly over center. Play 52 Quick.

Diagram 17. Two passes to wingback hooking. Play 52 Hook.

Diagram 18. Four runs and throws. Two is in motion. Play 53 Stop.

Diagram 19. The wingback and end work on the tackle. Two and right guard take the end out. Three leads the play. Four runs off tackle. Play 46.

Diagram 20. Four fakes to 3, hands the ball off to the wingback. The left guard blocks the end in. Two leads the play. Watch 3 for a lateral. Play 17.

Diagram 21. Three fakes to 4 then drives off weak-side tackle. Two leads the play. The wingback is in motion. Play 35.

(Continued on page 38)



Illustration 8. The quarterback moving from the T wingback to a single wingback. This is done by his moving over two steps before the final snap number.

Illustration 9. The movement of the quarterback on the 46 Drive off-tackle play to the right. He is in motion, stops, then drives the defensive end out as the ball is snapped directly to the tailback. The wingback works on the tackle with the end.

Illustration 10. This is the 48 M play and the quarterback stays in motion working on the left defensive end. The wingback has moved across to help the end with the tackle. The tailback takes a direct pass and, led by the fullback, sweeps the right end.

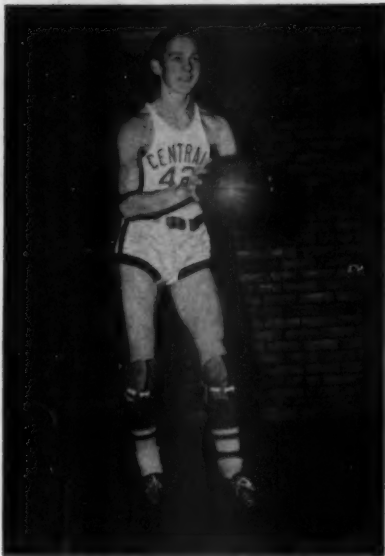


Illustration 1. Johnson, forward-center, is hit at the right spot by the passer. Receiving the ball in this position he is able to start a pass, dribble, or shoot without shifting the ball or his hands. The ball rests lightly in the tips of the fingers; the hands are aligned with the forearms; the body position is balanced and relaxed.

A BASKETBALL team is as good as its ball-handling. This is not a startling statement because most coaches will agree that more games are lost because of faulty ball-handling than for any other reason. This is particularly true of high school teams. Many coaches are so anxious to get the club started on offensive and defensive tactics that they fail to spend the time necessary to develop good ball-handling habits in the individual players. This is a grave error because, no matter what style of play is used, or how well the players know the coach's system, that which makes for success is getting the ball to the right place at the right time. *That is ball-handling.*

Specifically, ball-handling is the art of catching, passing, dribbling, and shooting the ball. One might even add *holding* the ball because, if the ball is not held properly, the pass or shot is not apt to be good. It is hard to delimit the exact factors that make a good ball-handler because, in addition to the purely mechanical technique of passing, shooting, and dribbling, the good player makes effective use of fakes, feints, and footwork to fool his opponent. It is the purpose of this article to discuss only the mechanical aspects of ball-handling and some methods of teaching and developing them.

In the light of the above definition it is evident that any team of good ball-handlers automatically has a good fundamental offense. The fast break, double-pivot, and other systems are merely refinements that depend for their success on good individual and collective ball-handling. Like-

Handle That Ball

By GLENN S. HUBBARD

Basketball Coach
Central High School
Grand Forks, North Dakota

GLENN S. HUBBARD, basketball coach at Grand Forks, Central High School, coached at Barron, Wisconsin, then returned as assistant coach to Dakota Wesleyan, from which institution he had been graduated in 1926. From there he went to Doland, South Dakota, High School where his basketball team won the 1937 B tournament. From 1938 to the present time he has been coaching basketball and track at Central High, his teams winning the state track meet in 1940 and his basketball team runner-up that year. From April 1941 until December 1945 he was in the army, where he saw service overseas with the First Cavalry Division, commanding the 271st F. A. Battalion in Japan. Returning home from Tokyo he again took over the basketball coaching job at Central, his team winning the state A tournament this spring.

wise the protection of a slender lead in the waning moments of a game depends on good ball-handling. Thus it is evident that too much time cannot be spent in developing this art.

Good ball-handlers are not born; neither are they developed overnight. They come as a result of long and painstaking effort on the part of both coach and player. Three important considerations for the coach are: Start them young, teach ball-handling with every phase of practice, and "sell" the boys on the "battlefield importance" of the art. The younger a coach can start the boys, the easier it is to develop the right habits and the fewer bad habits he has to break. The boys will be developed to a higher degree when they reach the varsity squad and a coach will have to spend less time on specific developmental training. Since the game of basketball consists largely of catching, passing, dribbling, and shooting, it follows that the teaching of ball-handling must be a part of every drill or exercise in which a ball is used, and a ball should be used in as many drills and exercises as possible. If a coach is teaching a lad individual defensive footwork, he should put a man with a ball out there to maneuver with him. If the players realize the game importance of fundamentals, they will work harder on them and drills will be less mo-

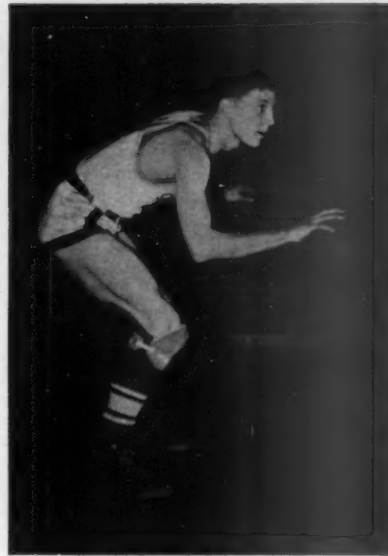


Illustration 2. McDermott, forward, dribbles with a medium bounce. Note the spread of the fingers for better control of the ball; the body position is balanced, facilitating movement in any direction, and protecting the ball; the head is up, eyes watching down-court.

notonous. Individual and team pride should be developed in fundamental skills.

Let us consider some of the general fundamentals that apply to all phases of ball-handling. First of all, suppleness of finger and wrist action is needed. Any exercise that develops suppleness and independent finger action is good. The boys might be put in a typing class or in a piano class. They should practice spinning the ball on the tips of the fingers; they should flick the ball from one hand to the other, using only finger action and the tips of the fingers and thumbs; Finger-tip control should be developed. That a basketball should never touch the heel of the hand and seldom, if ever, touch the palm should be stressed. The strength of the fingers, wrists, and arms should be built up by use of the light medicine ball.

Several men may be arranged in a circle, about ten or fifteen feet in diameter and tip the ball around the circle, jumping high to tip the ball, and calling the name of the man to whom it is being tipped. The coach should insist that the ball be *tipped*, not *batted*. Such a drill develops timing of jumps, split-vision, and locating and recognizing a team mate as well as finger-tip control. All drills should be of such multiple-purpose types as to make the most of the practice time. Relaxation should be stressed in all phases of ball-handling. Fingers and wrists must be relaxed in catching the ball, as must the arms and body. Tenseness causes fumbles. Body balance should be emphasized with the weight on the balls of the feet, knees bent, and hips dropped. Shadow-boxing and rhythmic stepping exercises are good



Illustration 3. Fladland, guard, uses the two-hand set-shot very effectively. The fingers are slightly flexed, comfortably spread over both "ends" of the ball, the thumbs pointing toward each other behind the ball; the arms are parallel, hanging loosely at the shoulders; the weight is balanced on both feet.

for developing relaxed body-balance. The movement should be smooth and rhythmic, never tense and jerky.

The first thing for a boy to learn in catching the ball is to keep his eyes on the ball until he catches it; failure to do so results in fumbles. Maneuvering of the body so that the ball and that part of the floor with which he is immediately concerned are both in his field of vision is important. Fingers should be comfortably spread, relaxed, slightly flexed, and pointing in the direction of the ball, with thumbs pointing toward each other across the path of the ball. Fingers, wrists, arms, and to some extent the body, all "give" with the impact of the ball, absorbing the shock and reducing the tendency of the ball to bounce away from the hands. The bounce of the ball is greatly multiplied if it hits the heel or palm of the hands rather than the tips of the fingers. The ball should be brought immediately into a position from which the player can pass, shoot, or dribble (Illustration 1). Such a position also offers best protection of the ball. The ball should be caught with both hands whenever possible, and the hands should "meet" the ball.

The first step in passing the ball is to locate the receiver. Then the passer should give him the ball where he wants it, usually somewhere between the belt and the shoulder if he is going to pass or dribble, or perhaps a bit higher if he is going in for a jump shot. Effort should be made not to block the receiver's vision by forcing him to catch the ball in front of his eyes. From the passer's viewpoint, good ball-handling means getting the ball to the re-

THIS and the article on Rebounding are the first two of a series of articles written by the coaches of the basketball teams which won the various state tournaments. These men were "tops" in basketball in 1945-1946 and their suggestions on many different angles of basketball coaching will be welcomed by the readers of this publication.

ceiver at the right place, at the right time, and in such a manner that he too can handle it cleanly. Passes should be crisp but not hard; as little English as possible should be put on the ball; a little overhead English helps the bounce pass.

It is well to drill the squad in all types of passes to the extent that the boys can use any of them accurately, but emphasis should be placed on the few types that will predominate in the team play. These will include the two-handed push-pass, two-hand bounce-pass, and the one-hand pass.



Illustration 4. Bischke, forward, uses the one-hand shot from any spot in the front court. Note the left hand used to steady the ball as the shot is started; the movement of the body is forward throughout the shot, the weight being shifted to the right foot on the follow-through; the left arm drops loosely as the right arm straightens; the feet are parallel, toes aimed at the basket; the ball rests on the fingers of the shooting hand as in Illustration 5.

The first two types are used primarily for short passes, the latter for long passes. The relation of the hands and fingers to the ball in passing are the same as in catching it. In fact, it should not be necessary for the player to shift the position of the ball, after catching it, to make a pass or a shot, whether one- or two-handed.

In Illustration 1, Johnson has received the ball in a position from which he can pass, dribble, or shoot. His two-hand pass or shot would be executed simply by step-

ping forward on the left foot, arms and body following through in the direction of the pass, fingers and wrist maintaining alignment with the forearms; and the final impetus coming from a finger-and-wrist snap; arms should swing easily from the shoulders with the elbows remaining in fairly close to the body. If he wishes to make a one-hand pass he will bring the ball up behind his right ear (for a right-hand pass), step forward on the left foot, and whip the ball forward in an overhand throw, following through with the body and right arm in the direction of the pass. In the two-hand pass or shot, accuracy is increased by pointing the toes of both feet directly at the target.

In all passing drills it is well to work the men together who will work together in games, and as nearly as possible under game conditions. Making group contests out of the drills stimulates interest; for example, the starting five may do a hundred passes up and down the floor in a criss-cross drill, then a second five may do the same, the winner being the five with the fewest fumbles or bad passes.

The dribble is a very effective weapon if properly used. It should be remembered, however, that a pass is faster than a dribble, and that most players can pass better than they can dribble. One of the greatest troubles with the dribble is that the average dribbler has to watch the ball so closely that he misses many good passing opportunities.

In dribbling, finger-tip control is again of utmost importance. The knees are bent, (Continued on page 51)



Illustration 5. Simonson, forward-center, demonstrates the finger-tip control used in the lay-up and tip-in shots. The right arm is dropped to gain shoulder flexibility and added reach for the shooting arm; the eyes are fixed on the spot which he wants to hit with the ball; the ball leaves the fingers at the highest point in the jump.

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Goodbye to Monstrosities

THE American people are to be congratulated upon the manner in which they have enthusiastically accepted the living war memorials. Many communities have already built memorials of this type, a great many more are waiting until building materials are available.

The unfortunate part of the matter is that too many facilities, upon completion, are discovered to be inadequate or else not suitably constructed.

A number of organizations early recognized this fault and set about to correct the glaring mistakes that are so apparent in some facilities, and to prevent the building of improperly-conceived facilities. The result is the formation of a national conference to establish standards for the construction of athletic and recreational facilities, the cost to be underwritten by the Athletic Institute.

The two-week work shop conference is scheduled to meet at Jackson's Mill, West Virginia, December 1 to 15, under the direction of Frank S. Stafford of the U. S. Office of Education. Those in attendance will read like the Who's Who of sports and recreation. Some of the associations to be present are the American Association for Health, Physical Education and Recreation; American Association of Group Workers; American Institute of Park Executives; College Physical Education Association; N. E. A.; National Federation of State High School Athletic Associations; Society of Recreation Workers of America; Society of State Directors of Health and Physical Education; American Camping Association; The Education Policies Commission and the Athletic Institute.

Also in attendance will be leading recreation facilities architects, landscape architects and engineers. The conference will prepare manuals with information on the types of facilities needed for various size communities and standards for functionally-designed facilities. The standards established will apply to use for the development of

facilities in elementary school neighborhoods, secondary school districts and communities and regions. It is our belief that this conference will save communities hundreds of millions of dollars by establishing among other things construction standards.

The Flag of Idealism

FOLLOWING the ending of World War I, John Galsworthy wrote the following often quoted lines which bear repeating today.

"Sport, which keeps the flag of idealism flying, is perhaps the most saving grace in the world at the moment with its spirit of rules kept, and regard for the adversary whether the fight is going for or against. When, if ever, the fair play spirit of sports reigns over international affairs, the cat force which rules there now will slink away and human life emerge for the first time from the jungle."

Today international competition on any type of equitable basis is out of the question with war-torn Europe or the Philippines. We who are associated with athletics should take pride in our profession. With disease, inadequate housing, and starvation facing Europe, still its people are once again turning to sports and athletics.

Every truly democratic country has been, through history, an athletic nation. Athletics develop the very qualities which are essential in democracy. Private initiative and competition are democracy and hence competitive sports are not permitted to flourish in dictatorships.

The American people have repeatedly been called upon to feed and clothe the destitute of the world. Now comes a plea in which we are all vitally interested. The Polish government has requested the Y.M.C.A. to issue an appeal for athletic equipment. The same applies to the new Philippine government.

Even in this period of shortages of equipment, there is numerous worn out material which to the youngsters of Poland and the Philippines would be like new. Why not take up a collection at one of your early games and with the money have some old volley balls, basketballs, footballs, etc. repaired by some of the able reconditioners and forwarded to H. T. Frierhood, National Council of the Y.M.C.A., 347 Madison Avenue, New York 17, New York. Contact Mr. Frierhood for shipping instructions.

Advise us if your school is sending any equipment. We think it would be a great boost for our profession to say that the coaches and athletes of this country are sending athletic equipment to Poland and the Philippines. We plan to run an honor roll of the schools sending material.

Why No Athletic Shoes

AT A recent coaching school, we were asked why with other athletic equipment beginning to come through, it was still difficult to get athletic shoes.

(Continued on page 59)

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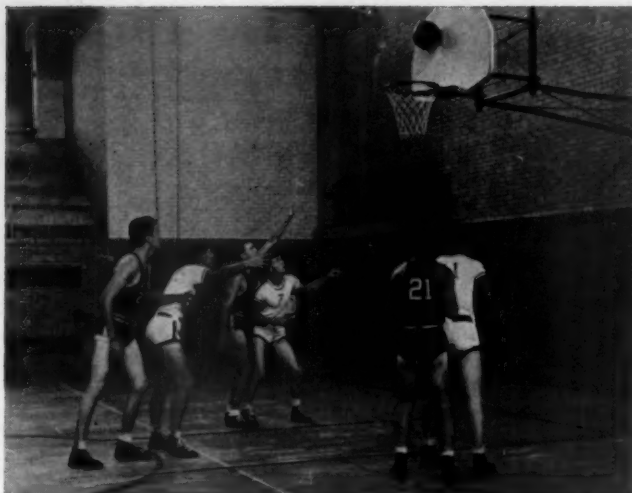


Illustration 1. The defensive team (in white) has effectively screened out the three offensive rebounders. No. 7 is ready to retrieve the ball.



Illustration 2. Player 21 has shot. The two players in the free-throw lane are jockeying for position. The player in front of No. 7 is in position to rebound. However, he should be in a crouched position so as to get maximum height from his jump.

REBOUNDING

By GILBERT WILSON

Basketball Coach, Iowa City, Iowa, High School

TIME and time again basketball coaches hear the saying that the game is either won or lost off the boards. This statement becomes very meaningful when we consider that during an average high school game there are approximately sixty to one-hundred rebounds.

In a game-between teams of about equal caliber, each team attempts approximately fifty to sixty shots. Under normal conditions, less than twenty of these attempts will find the hoop. Therefore, the missed shots, known as rebounds, become important factors as to the probable outcome of the game.

First let us consider rebounds off our own board. If we secure the rebound, we remain on offense and should have another scoring opportunity either by an immediate follow-shot or by passing or dribbling the ball outcourt and starting our attack over again. If our opponents, however, secure the rebound, our team loses a scoring opportunity, and we must assume a defensive role.

Now let us consider rebounds off our opponents' board. If we, as defensive rebounders, can secure possession of the ball following a missed shot, an additional scoring opportunity by our opponents has been eliminated. Furthermore, we are now the offensive team and our opponents must assume a defensive role. If we score on this offensive attack, we have increased our score by two points. If we had not secured the rebound, it is possible that our opponents would have added two points to their total score. In this hypothetical case, our rebounding was worth four points.

During the 1946 Iowa high school tournaments, statistics were kept on a large number of games. In one group of twenty-six games where the margin of victory averaged less than five points, it was found that the losing teams averaged approximately fifty-seven shots, and the winners one shot less per game. The winners made slightly less than 3 per cent more of their shots. The winning teams, however, secured 16.5 per cent more rebounds. Therefore, it may be concluded that, in order to win consistently, a team must possess a strong rebounding attack.

An adept rebounder possesses numerous attributes such as: sense of timing, sense of position, height, ruggedness, co-ordination, aggressiveness, determination, ball-handling and shooting ability, and stamina. In addition to these qualifications, the player should have a high degree of basketball intelligence. Some of these attributes are natural, but most of them have to be acquired.

Offensive rebounding is more difficult to learn and seems harder to teach than defensive rebounding. The offensive player is at a disadvantage as he is usually farther from the basket than is his guard. A good offensive rebounder begins jockeying for favorable position as soon as it is apparent that his team mate may shoot. If he waits until the shot is in flight, his guard will usually have him screened out of the rebound area. Therefore, speed, aggressiveness, and ruggedness are essential in securing a favorable rebound position, which is usually not less than six feet or more than ten feet from the basket.

While the ball is enroute toward the basket, the player must keep his guard

screened out and at the same time watch the ball so as to anticipate the direction and depth of the rebound. He should have his feet wide apart and his knees slightly flexed. Practice and experience will aid the player in sensing the probable rebound location.

As soon as the player is certain that the rebound will fall in his delegated area, he moves toward the ball and gathers himself for the jump. He should time his jump so that he reaches the ball at the maximum height of this jump. His fingers and wrists should be supple and the arms almost fully extended. The player catches and shoots the ball with a simultaneous motion. A flick of the wrists and fingers plus completed extension of the arms propels the ball to a spot on the board at least fifteen inches above the level of the basket rim. Batting or slapping the ball limits accuracy.

Some experienced players, especially if they have large hands, become very skillful in using the one-hand tip. It seems, however, that most one-hand rebounders, especially high school players, fail to secure maximum jumping height. They also have a tendency to bat or slap the ball.

Another shooting technique which may be used very effectively by a rebounder on either side of the basket is as follows: Both hands meet the ball, but the shot is executed by lowering the court-side arm, and simultaneously releasing the ball with a quick pronation of the other hand. This shot enables the player to release the ball nearer the basket, and at the same time his body serves as protection.

Having shot, the player alights with feet well spread, knees flexed, and his body be-

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Illustration 3. Player 19 has secured the rebound and will initiate the fast break by passing to his team mate near the side line.



Illustration 4. Player 15 (Jorgenson of Iowa University, 6 feet, 9 inches, weight 230) is in excellent rebounding position. Note the wide stance, bent knees, and concentration on the ball.

tween the opponent and the ball. If the shot is missed, the player is in position to rebound again. Banking the ball high on the board gives the player time to recover so he can rebound again in case of a missed shot.

Often a player secures the rebound but is in an unfavorable shooting position. Under such circumstances he has several options, one of which is to bring the ball downward with a simultaneous jackknife movement of his body so as to protect the ball. He then leaps upward again and releases the ball at the maximum height of his jump.

Pivot shots should be in the repertoire of the offensive rebounder. Such shots may be used if the opposing guard has secured a position nearer the basket, thus making an immediate follow-shot difficult. After securing the ball, the player pivots or turns, oftentimes in the air, so that he alights facing away from his basket, holding the ball an arm's length from his body. The player now can execute a pivot shot or can pass or dribble the ball outcourt.

Many coaches are of the opinion that high school teams attempt too many rebound shots but would profit by dribbling or passing the ball outcourt more often and starting their offensive attack over again. After one or two rebound-shot attempts, the under-basket area usually becomes very congested. If the ball is passed out to one of the non-rebounding team mates, he often has a good set-shot opportunity, or the offensive attack may be set up again.

Teams usually secure more defensive rebounds than offensive rebounds. The ratio in a closely contested game is approximately 3 to 2. This is largely due to the more favorable position of the defensive player who usually plays nearer the basket.

The techniques employed are about the same as for offensive rebounding. How-



Illustration 5. Player 28 is too far under the basket to get the rebound. Player 11 is in good rebound position and should have scored, had the ball rebounded towards him.

ever, the defensive rebounder must be able to get the ball out of the under-basket area, using a dribble only if it is impossible to pass to a team mate. Many players dribble to the corner far too often.

The success or failure of a fast break is dependent on the initial pass. The ball must be passed quickly and accurately. Cross-court passes should be avoided.

A zone-defense team usually employs a three-man cup or triangle in front of the basket so that the opponents will find it difficult to rebound. The three players are equally spaced about six to eight feet from the basket. It is difficult for the offensive player to penetrate this barricade when the defensive players assume a wide stance often extending their arms to the side.

Many teams employing a man-for-man defense also use the cup principle as soon as a shot is attempted. In this event the rear-court defensive players, usually the center and guards, form a zone in front of the basket.

The usual rebounding method of teams employing a man-for-man defense is to have each player screen his assigned opponent, in case the opponent attempts to drive toward the rebound. Under normal conditions the center and guards handle the brunt of the defensive rebounding.

As soon as a shot is attempted, the player quickly assumes a position where he can block the path of his opponent and at the same time be in position to secure the rebound.

After direction of the rebound has been established, providing all rear-court players have position on their opponents, the player farthest from the rebound (left guard if the ball rebounds toward the right guard) should be alert to enter the middle lane of the three-lane fast break. One of the guards is usually in a more favorable position to enter the fast break than is the center, although there are occasions when the center is the logical player.

The forwards block the path of the offensive guards in case they drive toward the rebound. They should also be alert for deep rebounds. It is, furthermore, the forwards responsibility always to be in a favorable position to receive the initial pass as soon as their team mate secures the rebound.

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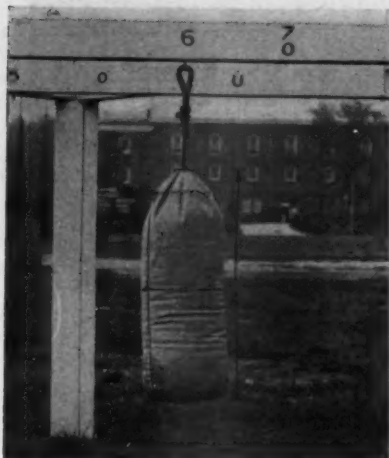


Illustration 1

THE availability of but seventy minutes daily for practice, the existence of a very complete schedule which requires compulsory study between classes along with a rigid study program following dinner until "taps," and lack of adequate time for supplementary coaching make one's coaching problems at the Coast Guard Academy peculiarly acute.

With the obvious shortage of time and absolute necessity of doing all our coaching on the field, our organization must

An Assignment Machine

A Timesaver, A Valuable Teaching Aid

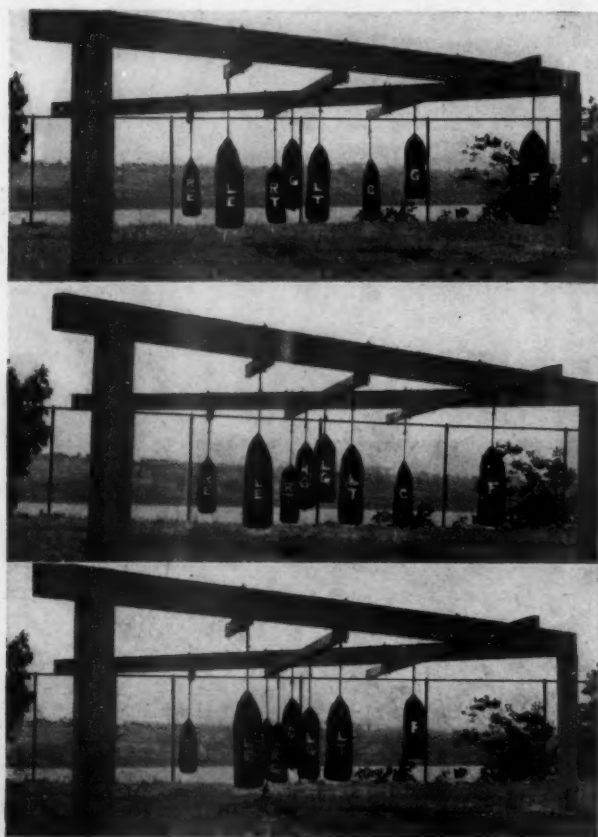
By NELSON NITCHMAN

Football Coach, U. S. Coast Guard Academy

be "topnotch," our teaching sound and rooted. With this thought in mind I had a machine constructed which has helped solve the time problem, has served as an indicator as to which boys know their assignments best, and has been a noticeable aid to boys in learning more thoroughly their duties against varying defenses. Three units can operate against the machine in rapid succession with Team A running a play, Team B huddling and ready to replace Team A after Team A has executed its play, and Team C resting to replace Team B in succession. Team C huddles while Team B executes its play and Team A clears. Herein lies the value of the machine from a time-saving viewpoint. The coaches can watch the assignments of the boys as carried out and

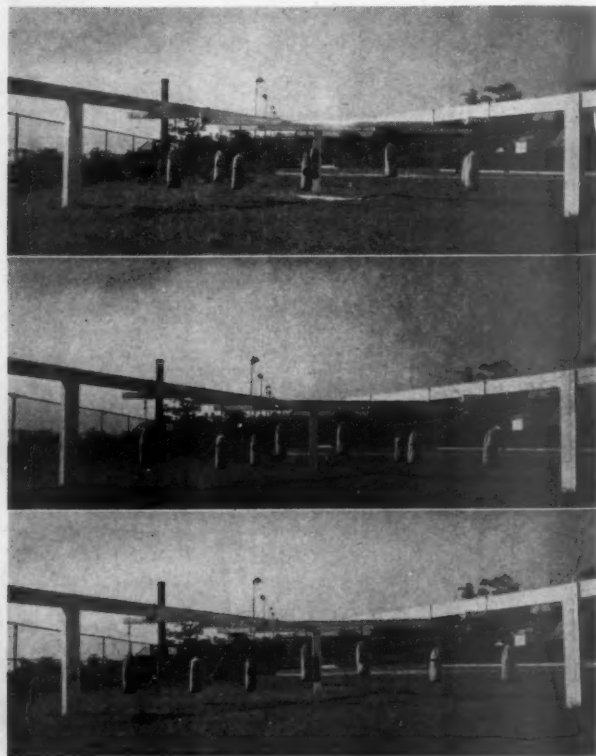
make corrections where necessary. The members of the squad get a better over-all picture of the play and the different defensive alignments from running against the varying defenses which we can present on the machine. After several sessions on the machine, it is interesting to see what a boy, who never had previously played football, can master in the way of executing his duties.

Some few years ago I felt the solution for advanced "dummy scrimmage" was to outfit the defense in blocking aprons, but the constant shifting of aprons and moving men from offense to defense took valuable time. Follow-up work on "dummy scrimmage" with moving men involved is essential since technique against fast-charging linemen or diverging linemen



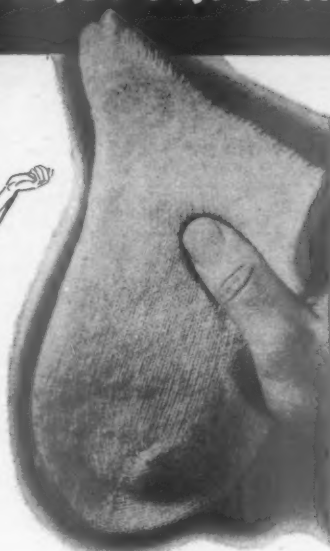
Illustrations 2-4

Left—5-3; 6-2; 7-1 alignments. Below—5-man; 6-man; 7-man alignments.



Illustrations 5-7

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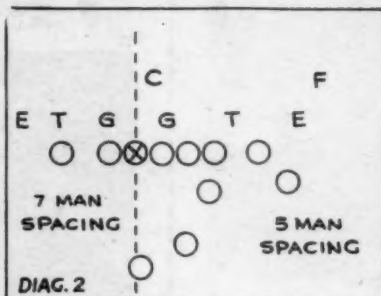
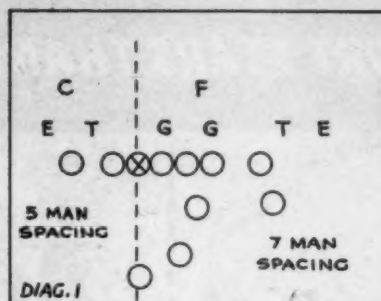
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REG. U.S.
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cannot be learned via routine against the machine. Our experience has been that assignments thoroughly ingrained through our preliminary teaching on the machine carry over successfully to the more active type where we use three rotating teams against one another, employing varied defenses with slants and loops. I pass this on to other coaches whose problems may resemble ours with the hope that they may find in the addition of such a device a real time-saver and a teaching aid which will more easily enable their boys to master assignments.

In Illustration 1 is shown a three-by-one-foot kapoc-filled canvas dummy with a line through the middle knotted on the lower end and looped on the upper end with a thimble reinforcement. The object of the thimble reinforcement is to prevent wear on the line when the machine is in use. As Illustration 2 indicates, the support of two V-jointed beams comes from three sturdy uprights placed in triangular position. To these two V-jointed beams are attached two short 2x6 beams from which are suspended two



dummies representing the ends in a five-, six- (normal, overshifted, undershifted), or a seven-man line. These two members are purposely in advance of the longer 2x6 from which the dummies representing the interior linemen of a five-, six- (normal, overshifted, or undershifted), or seven-man line can be hung. The thought behind this was that the ends generally get deeper penetration than the interior linemen. The longest and third 2x6 is approximately the same distance from the middle lateral strip that the line-backers would be from the interior linemen. On further observation of Illustration 1, certain numerical and letter markings will be noted. The numbers 5, 6, and 7 indicate the proper position of the defense men in these particular defenses whereas the "O" and "U" denote overshifted and undershifted alignment.

In teaching our boys by this method, we indicate the over and undershift as shown in Diagrams 1 and 2.

The hooks from which the dummies are suspended are screwed into the 2x6 (Continued on page 52)

Selecting and Training the Quarterback

By Standard Lambert
Austin, Texas, High School

THE quarterback, more than the rest of the squad combined, can make the coach look smart or ridiculous. Poor generalship can nullify expert coaching at all other positions; therefore, it behooves the alert coach to select a quarterback with all the analytical skill at his command and to train him with the greatest diligence and care. Of the two we believe that selecting the best boy available to direct the team supersedes the training angle, and for that reason we shall discuss it first.

Criteria for Selection

One of the most reliable criteria that the writer has found for this selection is scholastic grades. Over a period of years we have never had an outstanding quarterback who was not at least an honor-student in the classroom. It does not necessarily follow that all of the good students have become outstanding field generals, but we have never had a poor student direct the strategy to our satisfaction. Those experiences hold a high enough degree of validity for us to warrant heeding.

Another observation that we have made is that we have obtained the best results when the quarterback is not playing a ball-carrying position. We prefer a blocking

back position. Two other systems of selection are still very popular. One is to select the four best backs and appoint the smartest one to call signals; and the other is to give that responsibility to the "star" on the theory that, because of his physical prowess, he has the confidence of the squad and that qualifies him to quarterback the team. Our batting average is about .300 with the former and .000 with the latter.

It has been our experience that it is practically impossible for a boy to call signals objectively when he figures prominently in the ball-handling department. The "star" will invariably be either an overly-modest-lad who hesitates to call his own signal, particularly on the goal line, as frequently as we would like to have him, or he is the very confident type who runs himself to death. Neither alternative gets the most out of the material at hand, and the latter breeds petty jealousies even though the boy is carrying out the coach's orders.

With the blocking back directing the team, we can designate which plays we want called under all circumstances and ask that orders be carried out objectively. Coaching has enough problems without having to listen to, "Coach, I didn't want to call myself on the goal line," after the team has failed to get the ball across in an

important game because the best and surest ball-carrier was not on the business end of the play. Or, as the writer had one of the other type answer the criticism that he was calling himself too much with, "Well, Coach, I just figured that if I couldn't get it over, none of the other boys could."

With the blocking back calling the plays, we also feel less hesitancy at discussing the comparative merits of the various backs frankly in quarterback meetings. We have found ourselves having to tell the modest "star" how good he really is in order to get him to call himself enough; and we have been placed in the position of having to tell the other type not to call himself under certain conditions. Consequently we choose the course where the personality is eliminated altogether. Another point! Having the responsibility of field generalship also takes its toll in a boy's physical effectiveness, and we would much rather have the "star" devote his entire energy toward making touchdowns.

The third point we should like to make is that, whether he is an outstanding player, that is good enough to make the ball club on his other merits, has little to do with his being selected to take the coach's place on the field. He has a certain chore to do; and whether or not he

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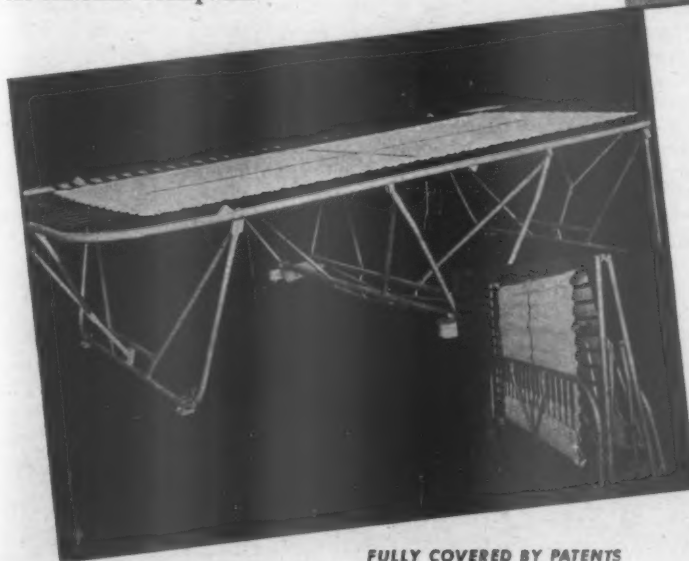
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can do it should be the outstanding criterion for the selection. If a coach builds his running attack around his best ball-carrier, his passing attack around his best passers and receivers, and his kicking game around his most effective kicker why shouldn't the most important job on the team go to the one who can get the job done in the most effective manner? In other words, our teams are composed of ten football players and a quarterback. If the quarterback is a good enough football player to have made the team on his other merits, we consider that we are indeed fortunate. His skill in directing the team will compensate many times for his physical shortcomings.

In our system the quarterback is an institution in himself. The best we ever had was a spindle-legged sixteen-year old honor student, tipping the scales at about 147 and running the hundred in little less than twelve seconds. That boy could have made very few Class AA teams in the state that year, but he carried us to a state championship. It is true that we had to help him with his blocking assignments; and it is a fact that toward the latter part of our fourteen-game schedule we had to substitute for him on defense. We admit that we literally kept him together with "bailing wire and tape" through the grueling schedule, but we would not have won the title without him. Our next best field general was a member of the National Honor Society, weighed about 155 and had a difficult time running the hundred at all. He took a team of misfits and carried them to the semifinals of the state play-off. I doubt that he could have made any backfield in our district on his playing ability alone. He had few qualifications of a football player, but he possessed every quality of a great quarterback. These illustrations are not idle theories, they are facts that our record books will substantiate.

Now for His Training

The actual training of a quarterback begins during spring practice when we have our quarterback meetings of not more than an hour's duration daily for the first two weeks and twice per week during the rest of the spring. The frequency depends somewhat on whether we are coaching experienced or inexperienced boys. Regardless of experience, though, we are very careful to make an hour the absolute maximum at a sitting. It is a commonly recognized fact in education that knowledge is assimilated best when offered in small digestible bites; and we certainly observe that fact when doing the most important job connected with the offense.

We have at least seven sessions before a play (by number) is ever mentioned. This much time is well consumed with furnishing the boys with a background for quarterbacking, familiarizing them with our

"lingo," and introducing them to some of the theories on which quarterbacking is based. To make this more forceful we have written a text that explains everything in full. We put it in writing for two reasons: In the first place it gives the boys something concrete that they can study off the field, and secondly, when it is put in black and white, it offers player and coach a check on each other.

The text is rewritten from year to year. This becomes necessary because of changes in personnel, changes or variations in formations, adding and dropping plays, learning clearer and more forceful ways of expressing the same thought, profiting by last year's experience, and finally, the coach's actual gains in professional knowledge.

It is typewritten with enough carbon copies for our quarterbacks to have a personal copy. We have divided it into seven divisions, each of which is bound separately in manila folders. We distribute and study them one at a time in the following sequence:

I. When to Punt. II. When Not to Pass. III. The Tactical Situation. IV. The Inter-Relation of the Elements of the Tactical Situations. V. How to Handle the Opponent's Personnel. VI. Hints to the Quarterback. VII. Quarterbacking Our Offense. 1. Our running game against a 6-2-2-1. 2. Our running game against a 5-3-2-1. 3. Combination of the running and passing games. 4. Our offense against special defenses. 5. Goal-line offense. 6. Using the various formations in combination.

Through experience we have become firmly convinced that *it isn't the brilliant quarterbacking that wins, but the unsound generalship that loses*. This has resulted in what the pedagogians would disapprove of heartily because of our negative approach. However, a moment's reflection will illustrate the reason for this. In thinking back over his coaching experience, a coach may be able to think of one or two games that have been won by brilliant quarterbacking, but he can doubtlessly think of several that unsound tactics have lost. Therefore, we first try to eliminate the mistakes, and then we get as far on the fine points of strategy as the boy can master.

The Content of the Text

When observing a quarterback either as a scout or a fan, we first look at *how* he calls the kicking game. If he directs this part of the attack intelligently, we generally find that he is a capable field general, and we will expect him to make a minimum of fatal errors. Our treatise on "When to Punt" goes into the theory and strategy of kicking thoroughly. In addition to what we have written, we have copied articles by famous kicking coaches on the value of kicking and include it in the

folder. After about three full sessions on the kicking game alone, our field generals fully understand that we want the punt used as an offensive weapon. We illustrate various points with examples familiar to them. The history of our Austin teams is literally saturated with enough examples of kicks brilliantly called and perfectly executed to make this a very forceful coaching medium.

With that subject covered we put that folder away and start discussing "When Not to Pass." More games have been lost that might have been won by failure to learn this than anything else in football. We must admit that we have been only partially successful in getting that point over because we lost our quarter-final game in 1939 and the only conference game last year by our failure to get this point over. We touch lightly here on some good conditions under which a pass may be called, but leave the bulk of that to later discussions. One day generally suffices for this discussion.

In our "The Tactical Situation" folder we merely list the elements of the tactical situation, discuss the relative merits and importance of each, and illustrate them with a few examples.

With that introduction we are now ready for "The Inter-Relation of the Elements of the Tactical Situation." Here we start by discussing them in pairs like "Down and Distance," "Time Left to Play and Score," etc. Finally we tie all of them together, climaxing the discussion with the point that all elements are relative, but it is generally one or two of them that act as a quarterback's "football conscience" telling him which is wise and which dangerous or unprofitable. Under no circumstances do we want him trying to think in terms of checking every selection against all seven of the tactical elements.

Booklet V explains the types of plays that are designed for certain types of players and illustrates each. It amounts to how to handle his personnel to the best advantage against the individuals on the opposing team.

"Hints to Quarterbacks," is merely a series of axioms stated in a pungent manner. Much of it, in fact, is a repetition of what has already been said in previous discussions, but stated in axiomatic language that sometimes sticks in the mind better than unadulterated English.

We Are Ready for Some Plays

Until now not a single play in our offense has been mentioned by number. This much background is necessary to get the boy in a frame of mind to absorb what is to be said later. We have a limited number of plays, not because we do not think our players could learn the assignments, but because we know that a quarterback cannot handle too many intelligently. *The number of*

(Continued on page 32)

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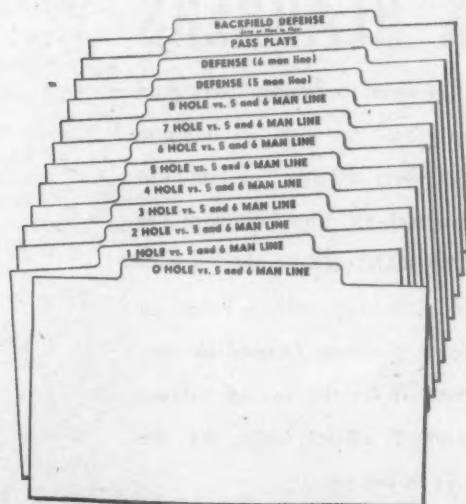
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Selecting and Training the Quarterback

(Continued from page 28)

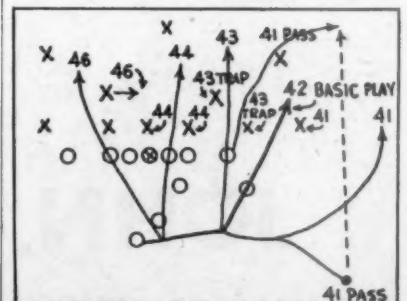
plays the quarterback can handle skillfully is a much more reliable criterion for the number of plays to give the squad than the number of one-position assignments the other players can absorb. We discuss them against five- and six-man lines, and then we diagram them against variations of those defenses, giving them some simple keys that will open up the situation when they are confronted with an unfamiliar defensive pattern. The rest of it we teach in the sequence mentioned in the outline earlier in this article. Goal-line offense is taught separately because we work on the theory that that is an entirely different game from that played behind the 10-yard line.

One of the most effective devices for teaching sequence of plays we illustrate with a diagram as shown below.

The basic play for the series is drawn in red pencil, the basic play being described as the strongest play from the series and the one that will go unless somebody on the defense is "cheating." The other plays in the series are indicated in lead pencil. At the end of each arrow is the number of that play, and above each defensive player is the play to call in the event that that player disrupts the basic play or any play in that series. In this manner the quarterback is able to see how to handle all of the similar-starting plays when only the defensive personnel figures in the selection.

Training Based on the Quarterback's Own Selections

So much for the lecture-room training. In every game-condition scrimmage and every regulation game, we keep a record of every play the quarterback calls and the conditions under which it was selected. After the game I go over each play carefully and make notes on each selection, and then turn it over to the quarterback to study. Later we discuss the plays in quarterback sessions, going over the wis-



dom or folly of each. Theory is one thing to a boy, but what he actually called, the results he obtained, and the reasons for said results, mean much more to him. The record sheets show him which plays he is calling too often (generally their average is lowest) and which ones he is neglecting.

We also give the scouting material to the quarterback in written form. The first page will show a large diagram of our formation along with the defensive set-up we anticipate meeting. By each defensive man's "X" we give all the information about him that our scout was able to get. This puts the quarterback in the position of visualizing that defensive set-up and personnel in front of him. On the following pages we interpret that information in terms of our plays and give a detailed account of the type of strategy that we will use against this particular opponent. The entire operation takes three to four typewritten pages. He takes that home and studies it, and then we have at least two quarterback sessions on it, depending on the strength of the opponents and the complexity of the plan of attack. Sometimes there will be minor changes because of injured players or because of new facts revealed by further research in the scouting reports, but they are minor. We certainly do not try to "cram" him the day of the game. We repeat that learning is assimilated best when given over a period of time and in small doses.

Therefore, our week's schedule will look something like this: Starting on the weekend after the Friday night game, we go through our records and criticize his selections with a brief comment on each. Then we give that to him on Monday. In the meantime we have gone over the scouting reports of next week's opponent and written up a complete analysis of that. He gets that on Tuesday. Then the remaining days of the week we have as many sessions for discussion of each as the occasions demand, Friday excepted. He furnishes any initiative for Friday coaching by asking questions about any points that are not clear in his mind. Trying to coach the night of the game serves only to confuse. Each week in the season is a repetition of this procedure.

Thus selecting and training the quarterback is a year-around job. It demands the best that the coach has in order to accomplish workmanlike results. One final hint: Before criticizing your quarterback too harshly for losing a game, first check up on yourself and ask frankly if you have done a good coaching job. Many times a frank answer to that question will result in a resolution to give him more of your time. Praise him in front of the squad every chance you get; let the newspaper quote you on how well he is carrying out your orders at every opportunity. Build him up; let him know that he has your confidence and you will get a much better job.



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A-15

DECEPTION IN SIX-MAN FOOTBALL

By M. L. Rafferty

Athletic Director, Trona, California, High School

M. L. RAFFERTY, a letterman in football and rugby at U.C.L.A. has been coach at Trona High School since 1941 and athletic director since 1943. Trona High School is a member of the newly-organized Mount Whitney League in the Mojave Desert. Due to the vast expanse of the Mojave, some of the teams make round trips of 350-400 miles for their athletic competition.

DECEPTION in football may be defined as the ability of a team to make its opponents believe the ball is going some place that it is not.

In the days of Pop Warner, oval leather plates were sewed on his players' jerseys and the entire backfield was instructed to crouch and run in different directions when the ball was snapped. This used to demoralize opposing linemen no end. This element of confusion was heightened a little later when some smart quarterback tucked the pigskin up the back of his jersey and ran goalward with outstretched arms. Occasionally a brown helmet would turn up under the elbow of a blocking back who would grin up cheerfully at his harassed tacklers as the fullback touched the genuine article to the ground behind that last white line.

Eventually, of course, these little irregularities were painstakingly legislated out of existence, and deception in the eleven-man game began to take the form it holds to this day. The reverse and the lateral pass are the oldest and still the most reliable devices for concealing the quarterback's true intentions anent the eventual destination of the ball. Certain formations in eleven-man football tend to favor a deceptive brand of play. The T and the double-wing were traditionally tricky systems, whereas the single-wing and punt formations were considered more suitable for power plays. The shift came in with Rockne and his Four Horsemen, and was developed to a fine art by that wizard of modern football. So great was the success achieved by the Notre Dame shift that many coaches proceeded to make a fetish of it and attempted to base entire offenses on one or more variations of the shift.

At any rate, these were the traditional weapons of deception—the T formation, sometimes with a man in motion; the reverse, with its many variations; the lateral, either open or hidden; and the shift. Such schools as Stanford and Colgate became famous for razzle-dazzling their opponents right off the field, using

these weapons and combinations of them. The object—in every case—was to *hide the ball*. With seven gigantic linemen hulking up in front as a human screen, all sorts of intricate maneuvers could be pulled off to the confusion of the enemy.

What happened to deception when the six-man game came along? Precisely what might have been expected. Because a certain system worked in eleven-man, the six-man coach—usually a made-over, eleven-man instructor—proceeded to fit it into his six-man offense. Theoretically it should have worked nearly as well. Actually, all too often it didn't. For five years, my teams, running plays from a straight single-wing, have been playing and beating teams utilizing the classic T with all the modern adjuncts of the shift and the man-in-motion.

What good is the T in six-man? The quarterback is just wasting his time crouching down behind the center to relieve him of the ball. Everybody knows who has it and in what direction it is going. The human screen which makes the T so effective in eleven-man simply does not exist in the six-man game. In most plays run from the T, one offensive man is either not doing any contact work at all, or is not performing up to capacity. Check through your plays, gentlemen, and see for yourselves if I am not right. This, I submit, is a waste of man power in a game where man power is deliberately put at a premium. Besides, the T is downright dangerous. A cagy defensive center will gauge the speed of the bald-handling between offensive center and quarter, and will sooner or later crash through fast to end up with the ball tucked securely under him. Finally, the T is notoriously weak in power plays.

What good is the shift in six-man? In eleven-man, it often serves the useful purpose of causing the defense to overshift, thus opening backfield gaps. In six-man, which is so largely a man-to-man proposition, no such advantage exists. It is no trick for both the defensive line and backfield to adapt themselves to whatever concentration of power into which the offense may shift.

The six-man coach must realize that this is a game unto itself. It has its own rules and its own idiosyncrasies. Six-man deception is based on different principles than the older game. Since the ball must of necessity remain visible most of the time, deception must consist, not in hiding the ball, but in hiding its *destination*. The maneuvers of the players must con-

(Continued on page 40)

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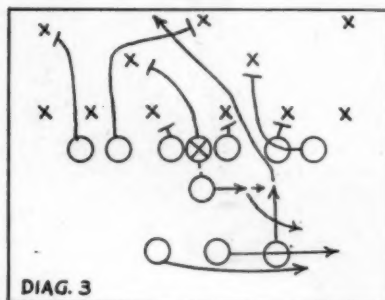
Offensive Lineman Blocking in the Line

(Continued from page 11)

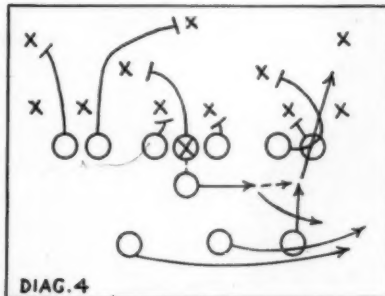
gram 1, it will be easier for the offensive right end to get the defensive line-backer by swinging behind the offensive right tackle as shown in Diagram 3.

On a quick-hitting play on the outside of the defensive tackle, it is more efficient for the offensive right tackle to swing behind the offensive right end to block the line-backer as in Diagram 4.

In Diagram 5, an offensive play is shown where the guards may be used in blocking out a defensive end and to lead a play and get the defensive line-backer. The right offensive guard uses a shoulder block.



DIAG. 3



DIAG. 4

Double-team blocking may be used on certain plays to make the offensive play stronger. Diagram 6 shows one of the best plays.

The offensive left guard sets the defensive right guard up by driving his head, bull-neck, into the crotch of the defensive right guard. The center does the turning by hitting the defensive right guard with his left shoulder. The offensive right guard blocks the defensive left guard out by hitting him with his right shoulder.

It is possible to execute plays on one side of the line and let the three offensive linemen on that side go through for the line-backers. Diagram 7 illustrates this point.

The offensive right end blocks the line-backer with the help of the offensive right guard and the offensive right tackle blocks the opposite line-backer.

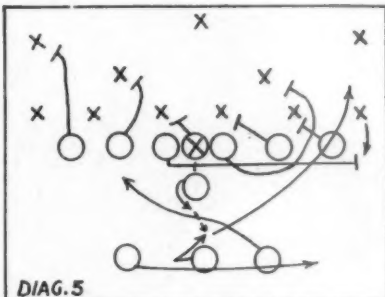
When protecting the forward passer, the protecting lineman should step back and try to force the defensive lineman to

the outside. He should hit with one shoulder, keep his head in front of the rusher, have his feet spread, and make use of the defenders on rushing speed to force him away from the passer. Each offensive lineman should know the area which he is protecting for the passer.

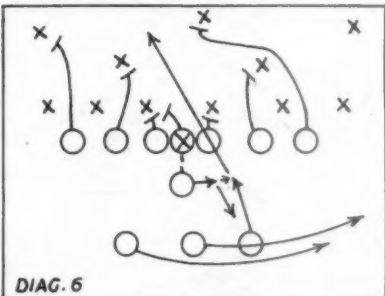
Downfield blocking is essential in making extra yardage with the T formation. On every quick-hitting play, a back is apt to break loose at any time and go all the way if he gets some blocking down the field. Every lineman has to be impressed with the importance of downfield blocking, and be given constant blocking drill in this maneuver. The best block is the shoulder block and the linemen should keep their feet.

The offensive lineman blocking of the T formation is not new, is not magic, but is dependent on constant drilling of blocking, timing, and maneuvering.

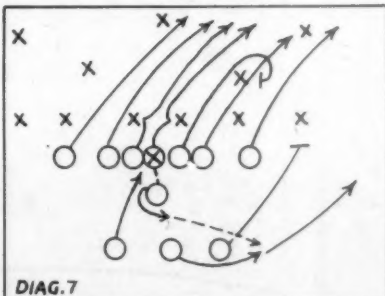
A great deal of time should be spent in teaching the linemen the different assignments against the various defensive formations.



DIAG. 5



DIAG. 6



DIAG. 7

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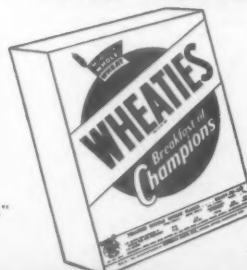
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The T With a Wingback

(Continued from page 15)

I was like many coaches who were a little fearful of taking the step. I liked deception but wanted the old power too when the "chips were down." How could the T be modified in order to keep the deception and still retain the old reliable straight football at the same time? Many high school coaches use as many as three or four systems, but it was always my belief that the offense in high school must be worked around one principal system.

In the following paragraphs and accompanying illustrations and diagrams, I will introduce to you the T wingback formation. Some deception is sacrificed by having the wingback, but the passing game is greatly improved. The movement of one man will place the team into a straight single-wingback. The T wingback is really a blending of the T formation and single-wingback. I consider this system out of its experimental stages for I have seen it work with a great deal of success.

In the T with a wingback as shown in the basic formation, Diagram A, there are two modifications from the regular T formation. The right halfback is placed in the wingback position. The Number 3 man or fullback is lined up slightly to the right of the quarterback instead of directly behind him. This permits concentrated power, when needed, and fakes, bucks, and reverses with much deception may be used. My plays vary so that any one of the backs may be used in motion. The line is balanced.

The Number 1 back should be of good size, rugged, a good blocker, able to catch passes, and carry the ball on reverse plays.

Two is the ball-handler, quarterback, and passer. He should be smart and aggressive. With these qualifications, a small man may handle this position.

Three, the fullback and plunger, should be big and fast. He runs in motion occasionally, but most of the time brushes the quarterback, and either fakes by, or takes the ball through the line.

Four should be the broken-field runner and best ball-carrier on the team. This is the triple-threat slot. This boy makes

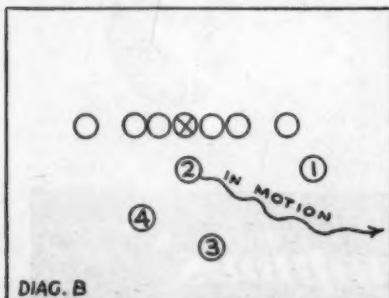


Illustration 11. Much time is spent practicing snapbacks with the center and quarterback. The quarterback's feet are even so that he may pivot either way. His left hand has the palm down, his right hand palm up.

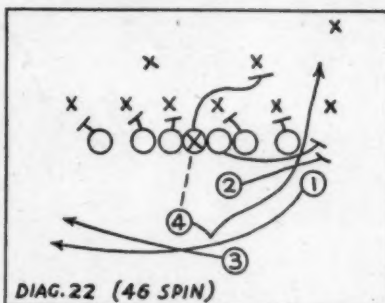


Diagram 22. Four fakes to 3 and wingback, then drives off left tackle. The line blocks the same as in play 46. Play 46 Spin.

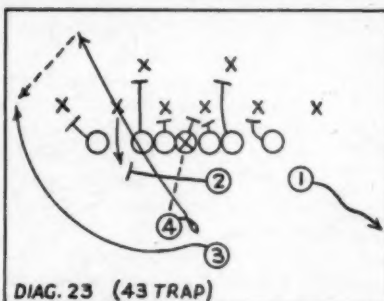


Diagram 23. Four spins to 3, drives off left tackle. Two trap-blocks the tackle out. Play 43 Trap.

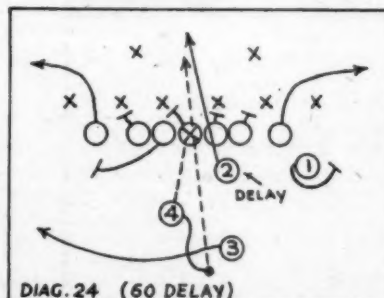


Diagram 24. Four fakes to 3 and passes to 2 over center. Two delays 3 counts. Play 60 Delay.

many end sweeps and serves as the man-in-motion on many plays.

All coaches want size and speed, but

many of us are lacking in material and have to place it where it will do us the most good.

In the T wingback system, I place my larger backfield men in the 1 and 3 holes. A fairly large boy is required to work on the tackles and my fullback needs size and drive. I have found that my fastest men are needed in the 1 and 4 holes. This puts a double duty on my wingback who should be both big and fast, for in executing the plays properly, he must move faster than in the regular T for he has given a great deal of ground in moving out on the wing.

I am listing only a few T wingback plays which will serve as an introduction to the system. It may be seen readily how many follow-up plays may be used. My normal load of plays is about twenty-four, including passes off the T wingback. I run about ten off of a straight single wing. It is my belief that only a few plays, well executed, mean more than many plays poorly done.

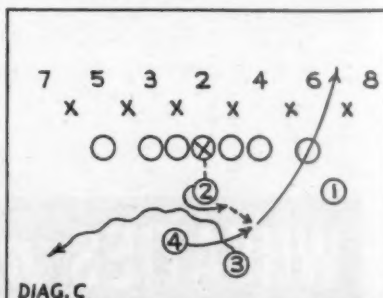
I also have several plays with the quarterback in motion and a direct pass to the Number 4 man. This lessens the chances of fumbling in bad weather. Sometimes my quarterback stays in motion until the ball is snapped. On other plays I have him stop before the snap and turn sideways before the final "Hike," as shown in Diagram B. Stopping here 2 may serve as a pass-receiver, decoy, or blocker.

In the T wingback system, my quarterback must know how to pivot with the ball either way, and much faking and handing-off are done both to the back men and the wingback. My reverse plays are run very close to the line of scrimmage so as to get quicker execution. Most faking is done to the fullback through the line, especially on pass plays.

Numbering System

It has always been my belief that the more simply plays are numbered, the easier they are to execute, especially for high school boys. My backs are numbered 1, 2, 3, and 4 and the defensive holes in the line numbered even to the right and odd to the left as shown in Diagram C. The off-tackle play (Diagram 1) is number 46 as the 4 man is taking the ball through the 6 hole.

Naturally the 2 man is first to touch



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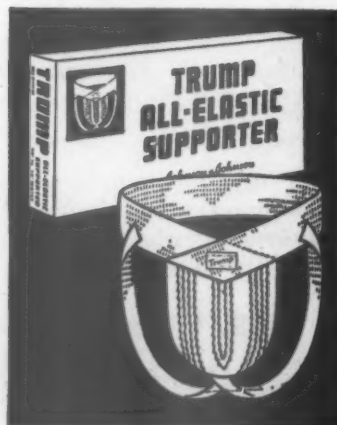
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the ball in most instances but the man who actually does the carrying corresponds with the first number of the play. Therefore, the reverse play (Diagram 6) is number 15, meaning that 1 man goes through the 5 hole. I drill the entire squad on memorizing the holes so that they will know where the ball is going on every play and they, therefore, learn their blocking assignments much faster.

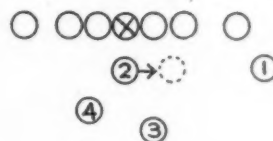
Description of Execution

The execution of plays under the T wingback system differs very much from that in the regular T. Where the regular T calls for all backs to have speed with all sorts of tricky plays, I have made the system a little simpler and have found that boys "catch on" to it much faster.

Interchanging the T Wing and Single Wing

I go from the T wingback to a single wing by moving only one man in the backfield. I like to mix in regular single-wingback plays and in case of mud and rain, resort almost wholly to single-wingback plays if necessary.

I found that shifting from the regular T to the single wing was impractical for many of the boys would end up a little out of place and would tend to forget proper stances.



DIAG. D

My quarterback calls "Ready," "Hike" on every play from the T wingback system. In the event he wants to leave the T wingback and run straight single wing, he gives the "Ready" and moves about a yard to the right before giving the "Hike" thus with only one movement, the backfield is in single wingback as shown in Diagram D.

Deception in Six-Man Football

(Continued from page 34)

stitute the deception. The players themselves must draw the defensive men out of position, thus setting up the play.

Here is a simple example of what I mean. Visualize an orthodox punt formation. The ball is centered fast to the quarter three yards back and lateralled

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quickly from quarter to full. Meantime, the three linemen have gone deep, drawing the defensive backs with them. The defensive ends and center charge in to block what seems a regulation punt or quick kick. The two offensive blockers—the half and quarter—fake blocks at the charging linemen, and then drift wide to either side. The full, playing ten yards back from the line, fakes a kick, waits until the charging linemen have charged past his two blockers, and then loops a short basketball floater-pass over the heads of his galloping opponents to either of his backfield partners—the quarter or half. Get the picture. The defensive backfield, whether they are playing zone or man-to-man, are nonetheless drawn back to cover the offensive linemen. The defensive line has charged in to block a fake punt and are *behind* the quarter and half, one of whom gets the short pass. Question: Who tackles the pass receiver? Answer: Nobody—at least not until he has run all over the field. In addition, there is nothing to prevent said receiver from passing *again*, this time way down the field, in case one of the defensive backs begins to drift up to the line, leaving his man unguarded.

The Salient Features of a Simple Type of Deception

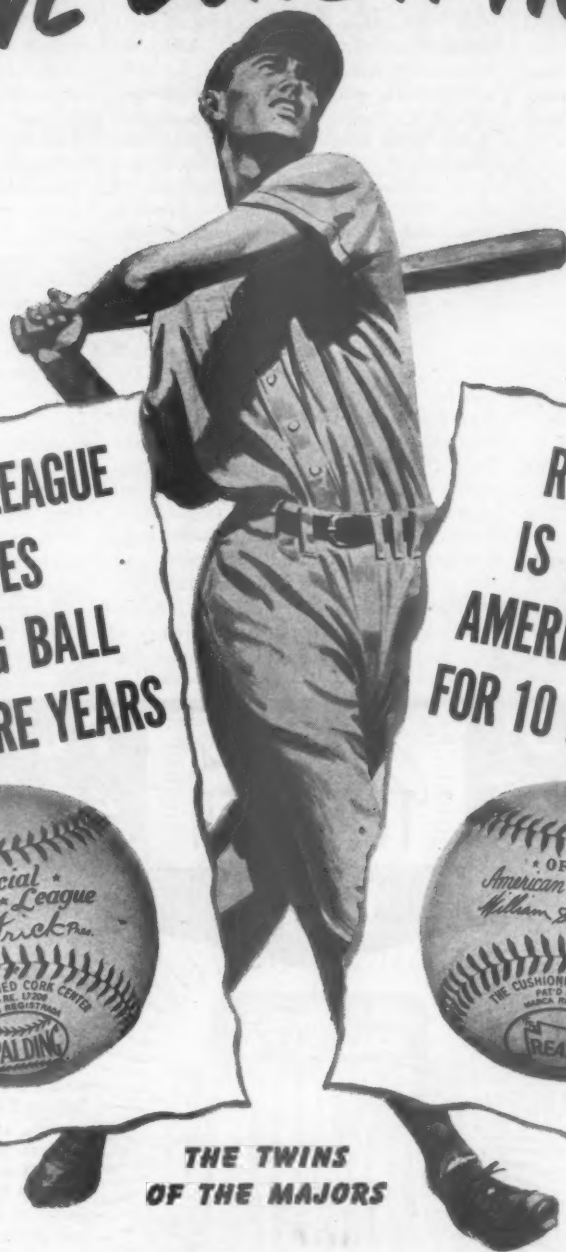
This is a simple type of six-man deception, but note its salient features. First, there was no attempt to hide the ball. Second, it utilized every man; no one master ball-handler could possibly make it work by himself. Third, it inveigled the opposition into defeating itself, by assuming that the fullback was either going to kick or throw a long one. Finally, it provides for alternate dispositions of the ball; it is fundamentally flexible, depending upon the individual talents, temperaments, and opportunities of the players involved.

These are the four basic rules of deception in six-man football. From these spring many varying techniques. One of the most popular just now is the so-called "delayed action" play, wherein a lineman remains in his original position while his team mates go deep as decoys, thus removing any impediments from his later dash into the flat to take a short pass, and providing him with an amplitude of downfield blockers. A pause of three seconds after the ball is snapped will often suffice to strip such a receiver of his defensive guards completely.

But this and many other deceptive plays are simply variations of the main theme of six-man deception. Any coach can dream up his own, provided he keeps well in mind the basic rules. Above all, he must not fall into the fatal error of imagining that six-man is like eleven-man in this major field of offensive strategy.

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PASS BALL

TO THE physical education instructors of high schools, in general, and to smaller high schools in particular, the game of pass ball as developed by the writer should be of special interest.

Pass ball is a combination of skills taken primarily from the game of touch football, a game which is designed to develop new techniques, and to improve standard techniques employed in regulation football. It may be played by any number of participants, depending on the space available. Usually, the standard eleven-man or six-man football field is available, but, if not, any rectangular turf may be employed as long as the number of players does not overcrowd the play area. The game has been employed by the writer in progressive stages of its development for the past two years. Some minor changes have been made, however, which have not been employed but which should not materially affect the continuity of the game. The game, as used by the writer for physical education classes, was conducted in this manner:

The opposing teams line up on a standard football field for a regulation football kick-off to start the game. All regulations of football apply for the kick-off. The ball carrier may advance the ball until tagged

By **Giles Liegerot**
Northern California
Officials' Association
Chico, California

with both hands below the armpits by a defensive player, or players. After the ball carrier has been so tagged, he must immediately—within a period of one second, or in no more than two steps—lateral the ball to a fellow player who may then advance the ball until he is legally tagged by a defensive player. The ball carrier must then lateral according to specifications, and so on, until the ball becomes dead because of touching the ground, being passed forward, or not being passed in the specified time or step limitations. After being declared dead, the ball is put into play through scrimmage by the team last in possession of the ball, unless the ball has been lost to the opponent. On a play from scrimmage, the offensive team may either pass forward, kick, or run the ball. On a forward pass play from scrimmage, all backs and ends are eligible receivers for a direct forward pass. On a forward pass play, the ball becomes dead if it touches the ground if incomplete, and the preceding play takes place from the original line of scrimmage. If the forward pass is completed, the play progresses as described. If the receiving player should

fumble on a kick from scrimmage, the ball is treated as a free ball, and may be advanced by either team under the described procedure. On a running play from scrimmage, all regulations of touch football prevail except that when the ball carrier is legally tagged, he must lateral within a period of one second, or no more than two steps. If the tagged player does not pass to a team mate within the prescribed time or step limitations, the ball is declared dead at that point. Two downs only are allowed to advance the ball the prescribed ten yards. A touchdown scores two points, a goal from the field scores two points, and a conversion after touchdown scores one point.

Naturally, lateral passing used to such an extent will develop skills among the participants. They become conscious of its possibilities, and continued use in pass ball gives the players a technique in its execution, and confidence in its use in regulation football. Ball carriers soon appreciate the advantage of effective timing in the turn, and in the lateral, just before or during the process of being tagged, and then acting as effective blockers for the team mate who becomes the ball carrier. All members of a team soon become conscious of the added possibility of being a ball carrier, and also display an increased zeal for play and interest in all phases of the game. The two-two-one scoring method

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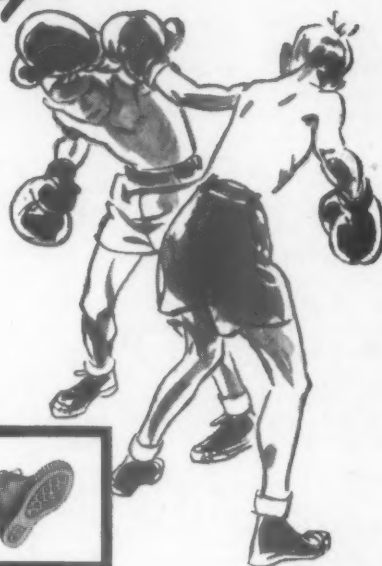
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places an emphasis on the kicking game from the field. The fact that a player on the field may place kick or drop kick a goal, to score points equal to a touchdown, has instigated a sharp increase in individual interest among players to the extent that many of the boys spend half hour periods exclusively at practice in kicking field goals. The necessity of gaining ten yards in two downs produces a somewhat increased realization of putting forth all-out effort in ground gaining on every play. Also the two downs add to the interest of the game in that the ball changes hands more frequently.

The writer has not found any noticeable increase in interest in the forward passing attack over that in regulation touch foot-

ball. The forward passing game has been emphasized so highly and for such a long period of time, that there is little to be desired in interest development.

The increased continuity of action in pass ball is definitely more tiring, and the writer recommends no longer than half-hour periods of play, with several rest periods, for the average high school boy.

The writer claims no copyright on this particular version of the touch football game, except that it was developed to create interest in development of skills which are transferable to other fields of inter-scholastic athletic activity. The evolution occurred in a school where interest in the finer phases of football was at a low ebb. Perhaps, the increased interest was there-

fore exceptionally noticeable. An example of skill transfer from pass ball could be cited in the case of a football team which completed but one pass in nine attempts in a game at the start of the season. The game was played on an ideal field, in excellent weather, but there were four interceptions. In the final game of the season, the same team played in a sea of mud, a field covered by three inches of water. In a downpour of rain, the team made seven completions in eleven attempts, and executed five laterals and four multiple laterals, with no interceptions, and with but one fumble.

The foregoing may be sufficient to interest other physical educators to at least give pass ball a trial.

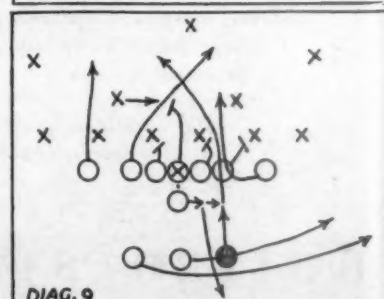
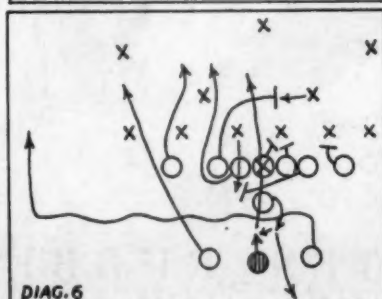
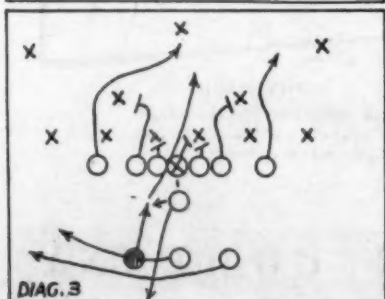
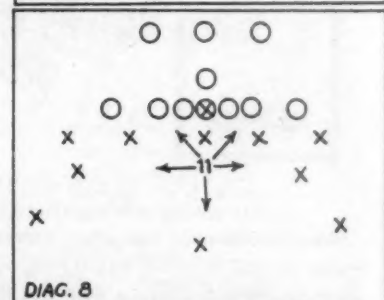
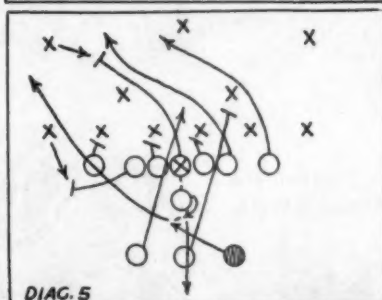
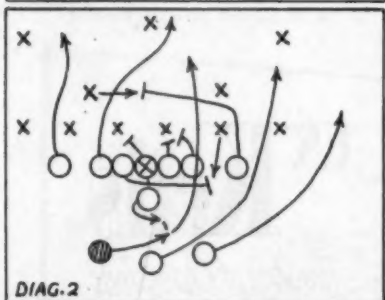
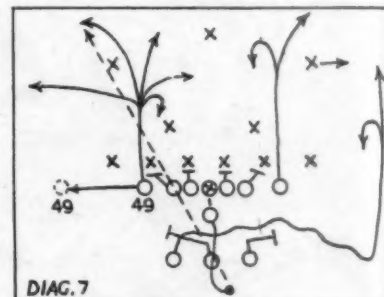
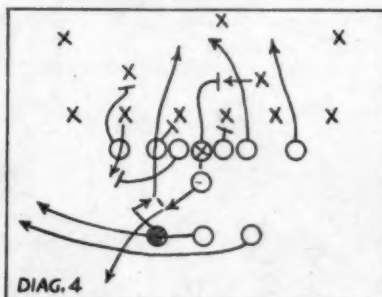
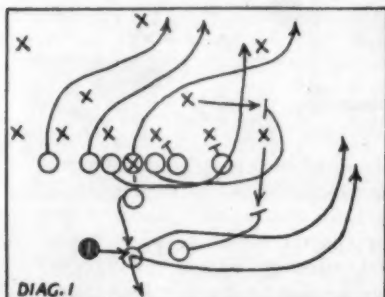
The 1946 All-Star Game

The football fans who did not witness the great effort of Elroy Hirsch, left half-back for the All-Stars, and former Wisconsin and Michigan athlete, cannot appreciate the greatness of his effort, nor can they properly evaluate its effect upon the outcome of the game. No other player on the field appeared to be equipped with the ability and determination to

provide the extra bit of speed and effort necessary to overcome the normal early season advantage of defense over offense. Individual brilliance rather than team play on offense was the outstanding feature of the 1946 All-Star football game—a factor not unusual in any All-Star game.

It was evident early in the game that the three-year backlog of All-Stars, many

of whom were playing their second or third time in this classic, were not going to be pushed around by any football team. Their defensive tactics varied from play to play which, no doubt, caused the National Professional Football League champions considerable trouble. Neither team was able to gain consistently—each All-Star touchdown coming from mid-field



or beyond in one play. Hirsch's 68-yard run for the first touchdown was the result of excellent blocking at the line of scrimmage and great speed and drive by the ball-carrier the remainder of the way. His second touchdown, a 62-yard pass play, combined all the ingredients of a perfect play. There was good protection for the passer, a pass perfectly thrown by Otto Graham (28) formerly a great athlete at Northwestern University and by no means least, the extra effort by Hirsch to make the catch and outrun Gillette (24) who apparently had the situation well in hand.

The accompanying plays are diagrammed against a normal six man defensive line. Diagrams 1 through 8 are plays used by the Los Angeles Rams, Diagrams 9 through 16, All-Star plays.

Diagram 1. A fast end run used to either side.

In Diagram 2, the play starts like the end run shown in Diagram 1, but the left halfback cuts short inside the defensive tackle. This play was used to either side.

Diagram 3. A quick thrust through center.

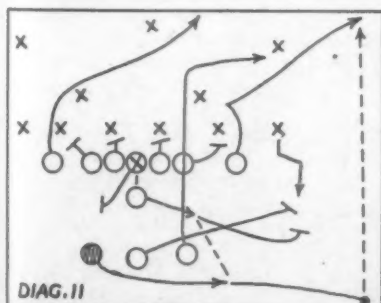
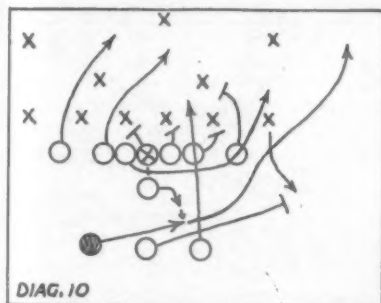
Diagram 4. Another wide threat that opens the defense for the halfback inside tackle; the left halfback delays, then drives straight ahead.

Diagram 5. A criss-cross action play that was used several times.

Diagram 6. A "trap" on the defensive guard.

Diagram 7. This pass pattern appeared to be the Ram's favorite and Benton (49), who frequently moved several yards wider, was the favored receiver. The left half was in motion to his right.

Diagram 8 shows the defense which the Rams used against the All-Stars. This defensive alignment was used more than



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others. Riley Matheson (11), the middle line-backer, was very effective and made a surprising number of tackles all over the field.

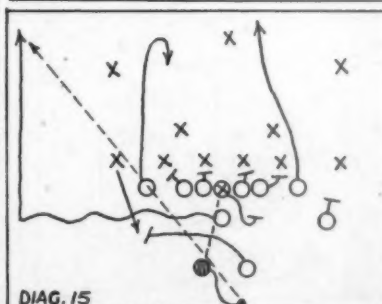
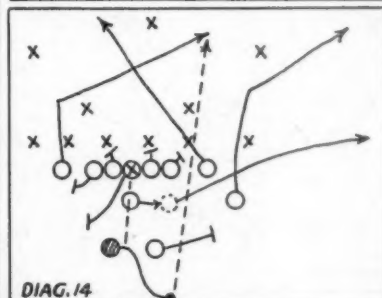
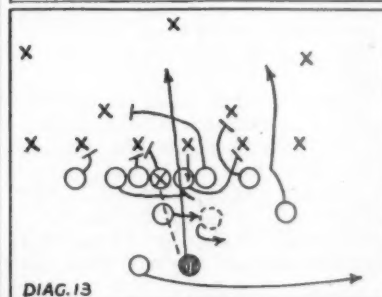
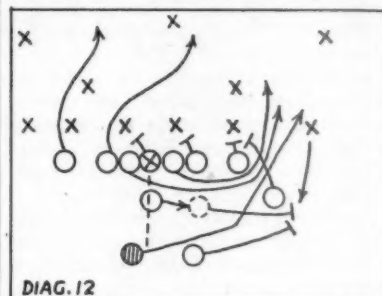
Diagram 9. A quick-opening play used to each side.

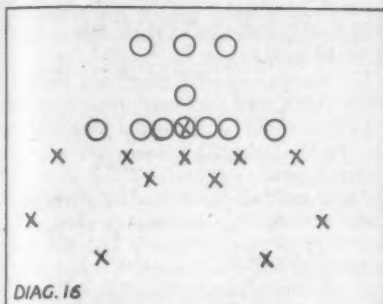
Diagram 10. Hirsch ran 68-yards on this play; the defensive left end played wide and Hirsch cut inside of him.

Diagram 11. The pass play shown in Diagram 11 is a natural follow-up to plays 9 and 10.

In Diagram 12, the quarterback shifts out, and the ball is passed to the left half-back.

In Diagram 13 again the quarterback shifts out, and the ball goes to the full-back, who drives in, faking the ball to the quarterback who fakes a lateral to the left





halfback.

Diagram 14. Another pass off the single wing, with the quarterback again shifting out.

Diagram 15 shows the play by which the second All-Star touchdown was made, Hirsch lined up behind center and then went in motion to his left. The ball was passed to Graham who threw far down field.

The All-Stars used the defensive alignment shown in Diagram 16 some of the time. A six-man line was also used with varying positions for the secondary.

Why Athletics

By Howard Mundt

Baseball Coach, Carleton College

NOW that the war has ended, college athletic programs are on the up-grade once again. Military units are moving out, and the colleges once more will be represented by bona fide students. In athletics, the "regulars" will be in there.

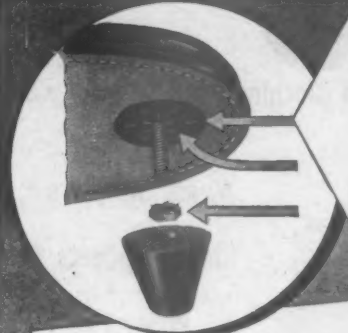
Athletics must bear a sincere relationship to the intellectual life of the college. This relationship should rest mainly with the president and the faculty. The coach, however, can aid in gaining this solidarity by acting on the basis that schools and colleges are not places to obtain only general knowledge and information. Schools and colleges should be regarded as places where people gain experience in better living. The athletic field is an excellent laboratory for such experience.

Willard E. Goslin, superintendent of schools in Minneapolis, and one of our better educators said:

"Public education should realize that the whole child comes to school, not just his mental equipment. Therefore, teachers should contribute to his bodily growth. Life in the future will not be easy, and the individual will need good physical equipment."

With this in mind, athletics should be organized and administered so that their values may be made available generally.

More and more, however, coaches are letting the boys play the game. Provided with a sound background of fundamentals, and the necessary formations, usually the boys will come through with the right



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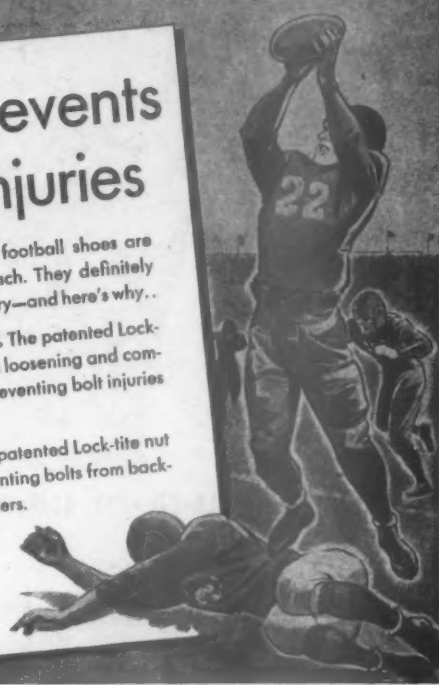
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answers. Mistakes will be made, championships lost because of them, but no one is infallible, not even the coach.

We maintain, and it has been proved many times, that the "best" plays are the ones formulated on the field of play, where the coach cannot get near enough to change them.

Along with all the talk about athletics, their promotion, continuance, and enlarged programs, the coach and the administrator must also keep in mind that part of their responsibility lies in the teaching of proper relaxation. Keeping athletes under pressure all during a season, hurrying them continuously, and driving them day in and day out, will not aid in the problem of how to keep a nation fit. A burned out individual is of no value to anyone.

The coach has definite responsibilities, other than just winning games. He can do as much or more to mold youth than almost any other member of the faculty. He has the opportunity of being close to the athletes in their daily lives, other than on the athletic field. Usually, the coach is the confidant of his squad. The opportunity is there, the job is interesting.

Thus, athletics should become an integral part of the individual's education. If administered correctly, athletics should aid, in the words of Aubrey A. Douglas, in *Modern Secondary Education*, to:

"Produce a self-directive, self-reliant individual, free from mental conflict, healthful in a physical sense, poised in contact with others, conscious of the problems which concern the social groups of which he is a part, sympathetically inclined toward his fellows, appreciative of the finer things in life, in a word, an integrated personality."

If college athletics do have this effect upon the nation, then our aims must be defined, and kept clear in the eyes of the public and educators. These aims must be followed without fail.

The Basic T

(Continued from page 8)

defensive end with a left shoulder or a reverse block.

Right end, a left shoulder block on the defensive left tackle.

Right tackle pulls and goes off the right hip of his end and blocks the left defensive line-backer with a long side-body.

Right guard, a left shoulder block on the defensive left guard.

Center, a long side-body block on the right defensive line-backer.

Left guard pulls and leads the play around the defensive left end.

Left tackle uses a long side-body block on the defensive right guard.

Left end checks the defensive right tackle, and continues downfield to block the defensive right halfback.

Handle That Ball

(Continued from page 17)

the hips are dropped, the weight is on the balls of the feet, the head is up, the eyes are watching down the floor, and the ball is bounced far enough in front that it is not kicked with the feet or knees. The height to which the ball is bounced depends on the mission of the dribbler. If he is driving in for a shot, he will use a high bounce so he can see the basket or the lines on the floor near it in time to gather the ball for the lift-in; he bounces the ball further ahead of him to allow for speed and better vision, and because there is less need for protecting the ball. If he is bringing the ball up the floor to set up an attack, or dribbling out of danger, he will use a medium-high bounce. In this sort of dribble, the ball should not bounce more than twenty to twenty-five inches off the floor, and the body should be lower over the ball than in the high dribble, protection of the ball being the immediate concern rather than the speed in driving in to the basket. The impetus to the ball is given entirely by wrist and finger action. Again, as in passing or catching the ball, only the tips of the fingers come in contact with it. The eyes do not

follow the ball in its up-and-down movement but are focused down the floor watching for passing opportunities; the position of the ball is "felt" rather than seen. The fingers should be comfortably spread, hand and forearm in line, head up, eyes looking down the floor, and the body balanced to facilitate movement in any direction (Illustration 2). The ball should be handled softly not pounded.

While it is true that most of the dribbling in a game will be done by one or two members of the team, it is important that all members be able to dribble well. It is also important that they be able to dribble with either hand so they can shift the ball to the outside and away from an opponent. A good exercise for the beginner is to dribble the length of the floor with one hand and back with the other; then he should dribble two balls at the same time, one with each hand. It is best to make a game of dribble practice by starting a group at each end of the floor, dribbling to the opposite basket and shooting until the boys make the short shot, then dribble back. Another good drill consists of placing players about eight feet apart in a circle around the floor, having the dribblers weave in and out between them, shifting the ball to the outside as they pass each one. A good mass drill is to line up as many men as there are balls, with a leader far enough out in front so all can

see him; the leader moves forward, backward, right and left, mixing it up at will, with the dribblers moving in the same direction and changing hands on the ball with each change in direction. The dribble should be combined with passing and shooting drills.

The same principles apply in basket-shooting that apply in the other phases of ball-handling. For that reason it is evident that the best passers are the best shots. With the emphasis now given to one-hand shooting, finger-tip control is even more important than ever. As was stated previously the ball, when caught, should be brought immediately into a position from which it may be passed, shot, or dribbled. From this position either the one-hand or two-hand shot may be started without shifting the position of the ball, or shifting the hands on the ball. The ball is aimed with the feet as well as with the hands, toes pointing right at the target, for the most accurate shooting; this should be remembered in free-throw shooting as well as in making shots from the floor. The two-hand shot is executed in the same manner as the two-hand push-pass insofar as mechanics are concerned, finger, wrist, arm and foot movement and follow-through being the same. The one-hand shot is started from the chest position, but instead of the ball being balanced in the fingers of the two

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hands (Illustration 3), it is shifted to the shooting hand with the other hand guiding it until the forward movement of the ball actually begins (Illustration 4). The follow-through consists of "walking" on after the ball in its line of flight and extending the shooting arm to the maximum in order to maintain the finger-tip control as long as possible. The left arm is used for balance after the ball leaves the hand. In the lay-up shot, the ball is balanced lightly in the fingers of the cupped hand, final guidance and impetus coming entirely from finger and wrist action. (Illustration 5). Tip-in shots are also the result of finger-tip control and wrist action. In both the lay-up and tip-in the ball must be handled softly. If the backboard is used, the ball should be laid up as "dead" as possible, the use of English being avoided. Backboards vary in composition with the result that English "takes" differently on them; the rigidity of the supports and the boards, also, vary greatly. The gentle touch, and a "dead" ball will collect baskets with

a regularity, that is most satisfying.

There are many exercises and drills that may be used to develop good ball-handling. Every coach has his own pet routines, all of which include passing, shooting, and dribbling drills. Texts written by many of our leading coaches are full of them. The main weakness in developing good ball-handling lies in the fact that most of us forget to watch out for it after the first few pre-season drills. We get so deeply involved in building up our "system" for a season which starts too soon and lasts too long that we forget to keep after our fundamentals. A few minutes should be spent every day on a few specific ball-handling exercises, and the coach should check on the individual members of the squad throughout the practice session. If the shooting, passing, dribbling, or team play in general starts to get "sloppy," a squad should go back for a day or two to working on the fundamentals of holding, catching, passing, dribbling, and shooting a basketball. After all, that's basketball.

An Assignment Machine

(Continued from page 26)

timbers so the openings face the players who are blocking the bags. The dummies when blocked thus remain on the hooks until the time when the coach wants an alteration, whereupon the players merely lift the dummies toward themselves and hook them up in the newly desired positions. If the coach called for an overshifted 6-man alignment, the right end and right tackle dummies go on to the hooks labelled 5-5 man line, O-overshifted 6, the right guard dummy goes on the hook labelled 5-5 man line, 7-7 man line, O-overshifted 6, U-undershifted 6, the left guard dummy on the hook tabbed 7-7 man line, O-overshifted 6, and the left tackle and left end dummies go on the hooks tagged 7-7 man line, O-overshifted 6.

Additional hooks may be placed anywhere along any of the 2x6 beams to provide any type of unusual defense. The question may be asked, "What is done in case of a 7-2-2 or 5-4-2 set-up?" We have a few additional dummies in reserve one of which we use in such cases. We hook up the two middle backers of the 5-4 and place the two outside backers upright on line with the interior backers and outside the defensive end dummies.

Illustrations 2 through 4 show the regular five-six- and seven-man alignments (side views) and Illustrations 5 through 7 show the same alignments from the front. Through careful observation of the front views, one may be able to detect the markings which facilitate the movement of dummies to offer the varied defenses.

from here and there

(Continued from page 5)

succeeds Benny Murray who resigned after twenty-five years as coach at Norwood, Massachusetts, High School. . . . Johnny Dickson is the new basketball coach at Lewiston, Maine, High School. . . . Bob Antonacci, former Hoosier wrestler, has been added to the physical education staff at Oregon State. . . . Ray Needham, former coach at Shrewsbury, Massachusetts is to be the new director of athletics and football coach at Stratford, Connecticut. . . . Eddie Bates, former Worcester Academy hockey coach, will handle the sport this winter at Holy Cross.

OVER 300 officials attended Western Illinois Teachers College's first offi-

cials' conference for a two-day discussion of football and basketball rules. One of the many prominent officials present was Ben Rush who has been official timer at over 1500 athletic contests. . . . Harry Thompson, formerly connected with Malone and Hillsdale, New York high schools, has been appointed as supervisor for athletics in the New York State Bureau of Physical Education. . . . When "Bud" Hasse, Amherst end, finishes his professional football assignment this fall, he will take up a coaching assignment at Governor Dummer Prep School in Boston. . . . Sheldon "Pop" Ehringer, athletic director and coach at Charlotte Hall Military Academy from 1938 to 1945, and last year as-

sistant coach at Palmyra, New Jersey, High School, has been appointed head mentor for this year.

* * *

LEO K. BOLES, of Miami Beach High School, has a coaching record of which he may be proud. In four years at David Lipscomb College, his record was ninety-seven won and twenty-one lost. In three years of coaching the Groveland, Florida, girls' basketball team his record was fifty-one and ten with two state championships. At Miami Beach in two years, his teams won fifty and lost eleven, being runner-up last year and winning the coveted title this year. His over-all record of 198 won and 42 lost gives him a lifetime average of .825. In our book this is pretty near "tops."

* * *

BILL REED, public relations man for the Western Conference and executive assistant of the N.C.A.A., has issued an urgent plea for old record books and guides for the new N.C.A.A. athletic library. Those having guides are asked to communicate with Bill at the Hotel Sherman in Chicago. . . . Ernest C. Hatfield, former coach of Pittsford High School and Spaulding High of Barre, Vermont, has been appointed athletic director at Norwich University. John Panatier, the Springfield athlete, will handle basketball at Norwich. Ted Hartman will

assist Stan Keck at Norwich to make the picture complete. . . Up in Maine they are really on the move. Joe Zabalski, who played guard at B. C. will assist "Eck" Allen at the University. Neal Sullivan moves from Biddeford to Livermore Falls as football and basketball coach. Al Pagannucci goes from Waterville to Winthrop, while Steve Grenda is the new director of athletics and football coach at Edward Little High School, Auburn. Steve coached at Delaware, Columbia, and Manhattan before taking over his new position.

* * *

THE editor would like to pause in his ramblings and pay respect to Zora G. Clevenger who retires after twenty-three years of service at Indiana University. "Clev" has been a great friend of the Athletic Journal as indeed of all athletics. In 1921 "Clev" then basketball coach at Missouri wrote a basketball article. With "Clev's" retirement only Dana Bible, "Tug" Wilson, "Phog" Allen, "Nellie" Metcalf, Tom Jones, Frank Winters, L. W. St. John, Frank McCormick, and Charlie Bachman of the fifty-seven original authors are still active in school and college athletics.

* * *

BOB "HOTPACK" PETERSON left his trainer's job at Indiana to join his old "sidekick," Jack Williamson, at

California. Bob and Jack previously worked together under Carl Erickson at Northwestern. . . . Jim Jordan has moved from St. Mary's High in Brookline to Brookline High School, Massachusetts to assist Harry Downes. . . . Johnny Wilkinson, former Notre Dame athlete, is the new basketball and track coach at Brewer, Maine. . . . Willis Barnes who filled in at New Mexico while Ted Shipkey was in the service, takes over the top spot now that Ted has joined the pros. . . . Dave Rankin, who won honors as a navy fighter pilot, is the new track coach at Purdue. He succeeds Homer Allen who will head up the physical education curriculum.

* * *

THE enthusiastic reception which greeted the film, "West Point Championship Football" has led Chester Silkowski, director of the Y. M. C. A. Motion Picture Bureau to begin preparation of a basketball film showing the fundamentals as demonstrated by Oklahoma A. & M. Chet says, in spite of film shortages, the series will be ready by the basketball season. Let's hope so, they should be "honeys."

* * *

AS A closing note one of the nicest "guys" to enter an industry full of nice "guys" is Beryl Follet who will handle the Riddell line in the East. Among other navy duties Follet helped "Pappy" Waldorf with the V-12 footballers.

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From the Information Service Department

THE question of meeting changing defenses, if we may judge by the number of inquiries on that subject, is of sufficient interest to print. All questions for this department should be addressed to the Information Service Department of the Athletic Journal. Our information editors will assist you. There is no charge for this service.

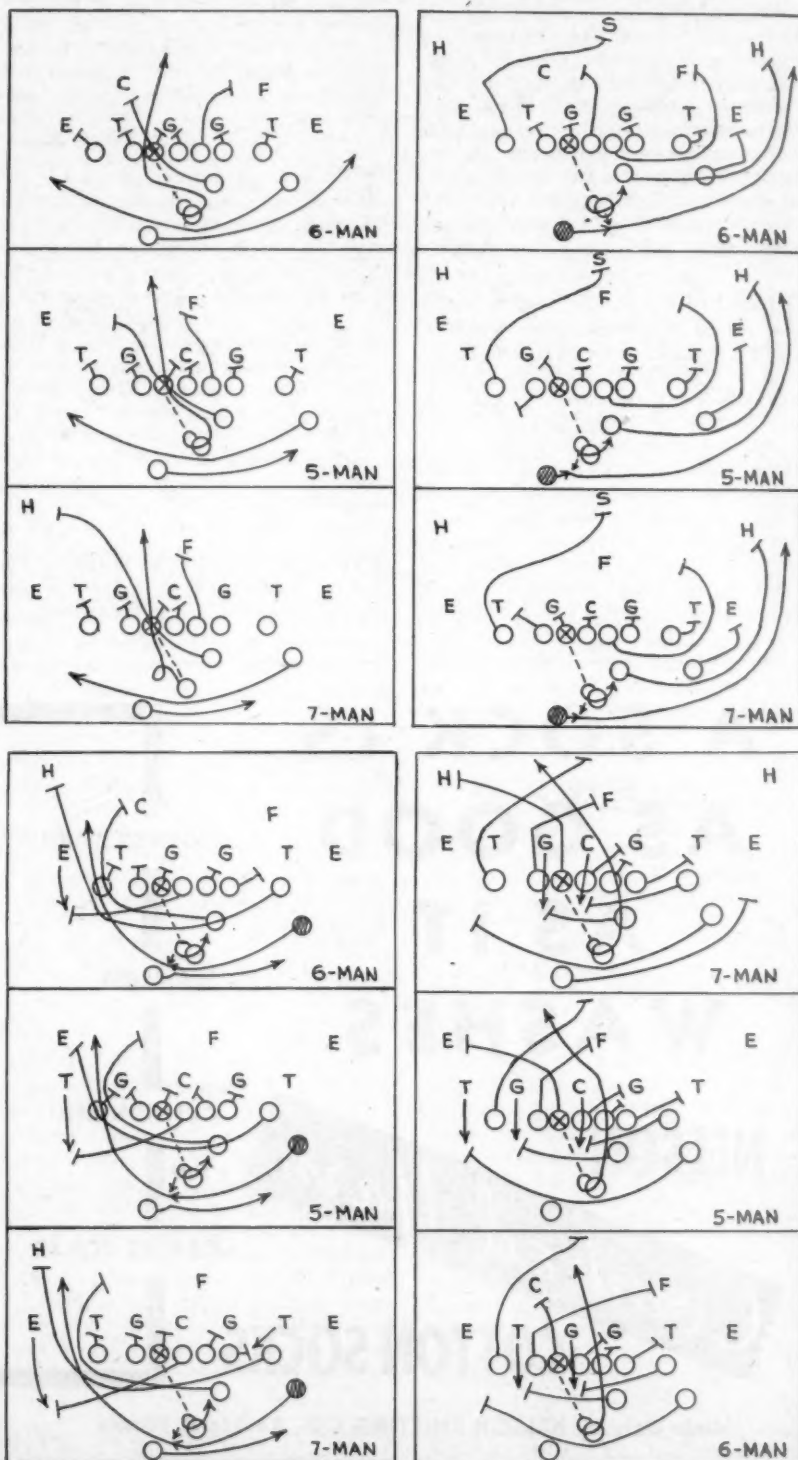
Question: What is a simple, yet effective way, to teach offensive assignments from a single-wing or double-wing formation against teams which attempt to confuse the offense by changing from one type of line, such as a 5-man line, to a 6-, 7-, or 8-man line?

This problem according to the coaches seeking the information becomes especially complicated when the defensive change occurs *after* the offensive team comes out of its huddle.

The problem of meeting several defenses during a game is not a new one. It is something that all coaches are faced with, and there are as many ideas concerning the solution as there are football coaches, and no one seems to be altogether satisfied with his ideas.

Perhaps the simplest way of solving the problem is to give the team a few plays which are more or less successful against

most any defense. This method restricts the versatility of an attack in that it does not permit a sufficient number of plays to meet every situation. This principle might also result in using plays which are not adaptable to the style of ball in which the men are most proficient, and in preventing the coach from taking advantage of special talents that may be available.



The accompanying diagrams illustrate an incomplete set of plays which operate successfully against a 5- or a 6-man line. Generally speaking, plays which may be successfully executed against a 5-man line should also be successful against a 7-man line. By the same token, plays designed to meet a 6-man line may be used against an 8-man line.

The most popular method being used, perhaps, is the one in which fundamental rules are given the offensive players governing blocking assignments. In this system, offensive linemen are numbered and blocking assignments will depend upon the location of defensive men in relation to the offensive man over which the play is to be run, instead of trying to run the play between two defensive men who may vary their positions so that offensive assignments are next to impossible.

Coach Homer Norton of Texas A. & M. College is the exponent of a theory which, in the future, promises to go a long way in solving the difficulty in meeting "screwy" defenses. His plan is to have the quarterback select a play in the huddle based upon the tactical situation. After the team comes out of the huddle and to the line of scrimmage, the quarterback gives a confirming signal or a check signal depending upon whether or not the play may be successfully executed against the defense being encountered. In case a check signal is given, the quarterback calls a

series of numbers including a new play which may be successful against the defense existing at the moment.

Many coaches have "junked" the huddle and are having their quarterback, call signals from their formations. Some coaches claim this helps solve the problem of meeting the changing defense. However, if the defensive team is prepared in this regard, the theory is not a cure-all as was shown a few years ago in a Western Conference game. The quarterback of the offensive team had been instructed to check and accordingly change the signals. The defense shifted again and again to meet the new set-up. Thirteen times in this one game the offensive team was penalized for failure to get their plays off within the thirty-second rule.

Question: What is a good 6-2-2-1 defense against the double wing?

The defensive ends should locate so that the wing-backs can not take them in or out. They should crash over the wing-backs' outside shoulders with their inside shoulders.

If the wing-back pulls behind the line on a reverse, the end on this side of the line should follow him expecting a double reverse back to this side. If the wing-back attempts an outside block on the end, the end should drive the blocker inward and deep to stop a wide play or at least to strip the runner of his interference. If the wing-back blocks the defensive tackle, the

end should follow up his first charge by staying close to the line and by fighting inward to close the gap between himself and his adjoining tackle. When the interference is massed and it is evident that the play is a wide sweep, the end should dive under the interference in order to pile up the blockers in front of the ball-carrier.

The ends must rush the passer with all their speed and might.

The tackles should locate directly in front of the offensive ends and control the ends so as to be able to protect the territory on their inside and to help defend against off-tackle plays. Playing in front of the ends will prevent being trapped and will also delay the ends in going down under passes.

The defensive guards should locate directly in front of the center and the inside tackle as illustrated in the diagram. These defensive men should charge low and hard on every down. Their first responsibility is to protect the territory immediately in front of their position and to their inside. They should penetrate into the offensive backfield on all plays but in a position to guard against being trapped. Their primary responsibility of protecting their inside territory first will aid them in defending against "mousetrap" plays. These defensive men have a secondary responsibility of helping protect the territory on their outside. It is imperative that these guards play on the offensive men and not around



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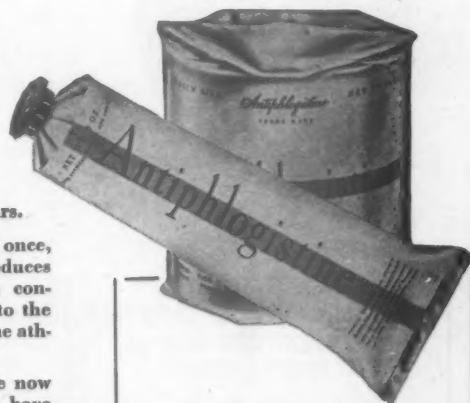
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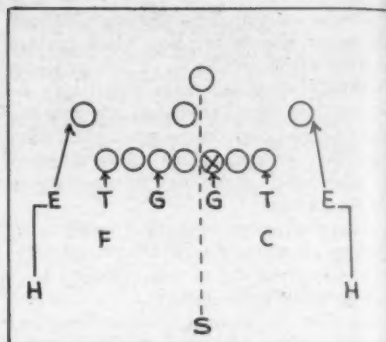
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them. If one guard should be used in the pass defense, it should be the one playing on the center.

The defensive fullback and center should play two and a half yards directly back of the defensive tackles. They should key off the running guard and blocking back but should be very careful not to be drawn out of position. Each line-backer should cover wide plays to his side of the line from the outside and depend upon the defensive ends to close the gap between the end and tackle. When a wing-back leaves his position behind the line, the line-backer on that side should move over very cautiously, always being on the alert for a double reverse, a cut-back or a spin buck.

The defensive halfbacks should locate one yard outside and seven yards behind their defensive ends. They should key off the offensive end and wing-back on their side of the ball. If the wing-back and end release immediately, the play is most likely to be a pass. If the wing-back and end box the defensive tackle, the halfback, on that side should come up fast to meet a running play. If an end blocks and the wing-back charges for a reverse, the defensive halfback should come up to meet a double reverse. If the end releases or



charges behind the line of scrimmage, and the wing-back charges behind the line, the defensive halfback on that side moves over and back to the safety position to defend against a reverse pass or a reverse off-tackle or wide play to the opposite side of the line.

The safety should play behind the offensive fullback and from twelve to twenty-five yards back of the line of scrimmage depending upon the tactical situation. He should move quickly on running plays to take the place of the halfback who covers to the outside of the defensive end on such plays.

Keep That Left Hand Up!

By MAX MAREK

THE boxing coach, whose pupil enters the ring for a bout, will have failed in his job as an instructor if the boy is not equipped with a well-developed left jab, and, equally important, with a knowledge of the blow's effectiveness.

The entire art of boxing centers on proper use of the left jab. It is an important part of every offensive and defensive move. For example, it precedes the attack, acts as a defense, scores points, holds an opponent at arm's length, and "sets him up" for a possible knock-out punch, a straight right to the jaw.

The left fist, held high, is a boxer's first line of defense, since it is a definite obstacle in the way of his opponent's right hand blows. This is the reason that spectators near the ring side hear the advice "keep that left up!", as the boxer's second warns his charge throughout the contest.

By preceding the attack, the left jab acts as a decoy to attract the opponent's attention, and the momentary distraction which follows provides the opening for a right hand punch to his body or jaw. Since the left hand is kept at least eighteen inches in front of the boxer, it has less distance, than the "cocked" right hand, to

travel to its target, and consequently it is used much more often.

The beginner's most common mistake is to throw his left jab too hard. Until he learns that the left jab should not be a hard punch, he will waste energy, fail to gain points, fail to obtain openings for right hand punches, and, defensively, fail to keep his opponent at a safe distance.

Another mistake, by the beginner, is to hold his left arm motionless in front of him until he is ready to throw the punch. Naturally, his opponent is aware of what will happen the moment the left arm starts to move, and he is ready defensively to evade or block the jab, or, if he is really alert, to counter it. These situations will not develop, if the pupil is taught to use his left fist as a moving, feinting object.

Each pupil should be instructed to devote a full round each day on the heavy training bag, using only a left jab. He should supplement this by 100 continuous left jabs, made as quickly as he is able to move his arm. The latter should be practiced from the *on guard* position. A young boxer, especially after he has won a few bouts, may fall into the habit of "dodging" this daily "ritual." A boxer should be able to throw a left jab for three full rounds.

Once a pupil has developed a satisfactory left jab—a fast, long, straight punch—he should be impressed with the fact that the ultimate objective of the blow is to clear the way for a right hand punch to his opponent's jaw. The opportunities gained by effective left jabs are wasted, if the boxer lifts his right elbow away from his body, making it impossible to deliver a hard right hand punch.

The right arm should be kept "cocked," with the shoulder back, for the express purpose of delivering a hard punch, carrying the full drive of power from the shoulder. The correct right hand punch goes out, lands on the chin of the opponent, tenses momentarily, and then retracts to the ready position in front of the boxer's chin. There is no follow-through such as that used in baseball, golf, or tennis swings.

The best way to teach a pupil to throw a straight right is to have him work on a heavy bag, standing about four feet away, as he maneuvers for the punch. He should be taught to deliver the blow with his right foot flat on the floor, since it is a co-ordinated punch, with the power coming from the very sole of the right foot, up through the right side of the body, and into the forward movement of the right shoulder.

Speed is vital in a successful delivery of the straight right. This speed, however, may be obtained only if the boxer is relaxed and moving fast. Just as the blow is about to land, the boxer tenses his body, arm and fist to effect an explosive-like finish to the punch. The secret of hard punching is the creation of this snap at the end of the blow.

When the right fist is returned to its ready position, as soon as possible after delivering the punch, the boxer is ready to try it again, or protect himself in the event of a miss. Coaches should instruct their pupils, working out on the heavy bag, to wait at least five seconds between punches. This will allow the pupil to regain the proper stance, his balance, and to decide whether he has thrown the last blow correctly.

In addition to a fast, effective left jab, and a straight, hard right hand punch, the better trained boxer should have real control of his body in footwork. Footwork is essential to successful feinting or faking. Each time a boxer feints, he should have a definite reason for it, usually to throw a punch. He may fake with either hand, his eyes, a facial expression, a twist of his body, or with his feet.

As soon as he is ready to go against an actual opponent, the pupil should be taught to keep his eyes on his opponent's chin. The chin is the target. There is no need for him to look at his opponent's body, even when he wants to land a body blow, for once he has his opponent's head located, he may be certain that the body is right beneath it.



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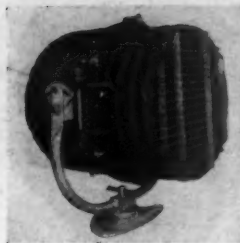
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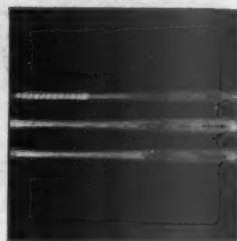
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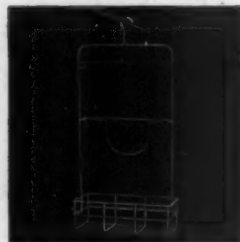
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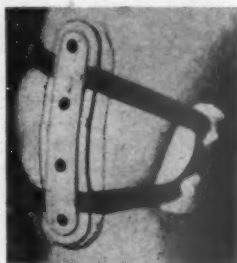


THE Sun shines brightly. Five rubberized fabric plys, a neoprene bladder and a rubber cover comprise the construction of the new line of athletic balls. Of interest is the scientific placing of plys, and tape which insure perfect balance. Long manufacturers in rubber products, the company started manufacturing athletic balls for the armed forces. The Sun Rubber Company, Barberton, Ohio.

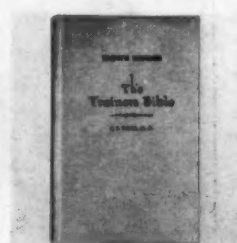


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FAST scoring for a high scoring game. The Five Star Champion scoreboard uses a new technique in that the numbers, enlarged from 35 mm. safety film are projected in eight inch figures on the screen surface. The red bulb lights up the instant the timekeeper touches the "Time Out" switch. Cincinnati Clock and Instrument Company, 1113 York Street, Cincinnati 14, Ohio.



FOR life-saving classes and recreational swimming, the new civilian boat, here pictured for use in fishing will be an asset in any pool. Only 8 feet, 4 inches long and 4 feet, 2 inches wide, it can be easily inflated and because of its light weight easily lifted in and out of the pool as desired. United States Rubber Company, 1230 Avenue of the Americas, New York 20.

The answer seems to be similar to the situation that has faced the American people for the past twelve months in numerous consumer items.

Everyone is familiar with the meat shortage that existed up until July when the OPA lapsed. Under the then-existing price ceilings, cattle were not going to the legitimate packers, but were, instead, finding their way to the black market. During that time the raw hides that were available carried a ceiling of 15½ cents a pound.

On July 1 the price of hides jumped to approximately 27 cents per pound. The lack of slaughtering under the OPA has created the shortage which sent hides up to that figure. This was still below the world price level of 29-31 cents in South America.

The subsequent reinstatement of the OPA on July 26 rolled the prices back to 15½ cents. The tanners who bought at 27 cents are not jumping at the opportunity to sell at a loss. Furthermore, with live stock ceiling free, the packers take a loss. According to O. D. Mosser as quoted in the Chicago Tribune: "The hide of a 1000 pound steer usually weighs about seventy pounds. If the packer pays \$27.00 per hundred pounds, he pays about \$18.90 for the hide. At ceiling prices he must sell that hide for \$10.85."

Should immediate action be taken, it would still be thirty days before tanned hides would be available to the manufacturer as that length of time is required to prepare the hides properly.

At present several street shoe manufacturers have already shut down. One athletic shoe manufacturer is figuring in days the length of time he can remain open. All have very limited inventories and are facing complete shut-downs unless the situation is soon corrected.

Many manufacturers accepted orders with a view to delivering shoes in the belief that the problems then confronting the industry would be ironed out before another school year rolled around. If you are not able to get new shoes or have had orders cancelled, it is not the dealers', nor the manufacturers' fault.

The only solution is immediate action by the OPA. The OPA as well as your congressmen and senators must be told what this situation means to the nation's physical fitness program.

Buyers Guide

WITH the advent of the war all publishers were assigned quotas of paper stock based on an average consumption for a period of years before the war. We were no exception. When our circulation increased 28 per cent we were hard pressed for stock to take care of this big increase. The result was we limited our advertising and curtailed some of our more popular features, such as our book and film review column, our discussion of new equipment and our Coaches Ready Reference Buying Guide. A slight increase in paper quotas has permitted us to renew these features as well as return to our pre-war weight of paper. The Buyers Guide started in March, our film review in June and a page devoted to new equipment in this issue.

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SEPTEMBER, 1948

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to be answered by the information editors.

NAME.....POSITION.....

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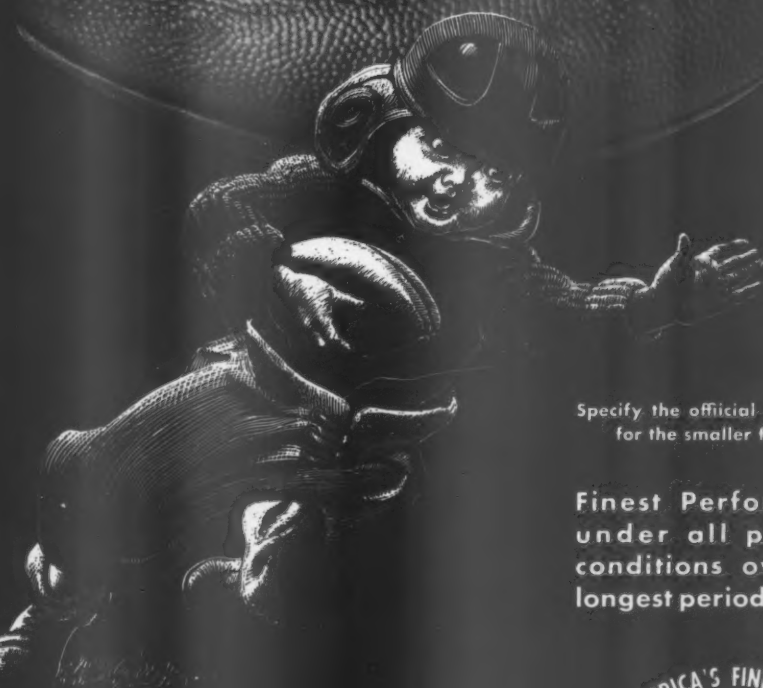
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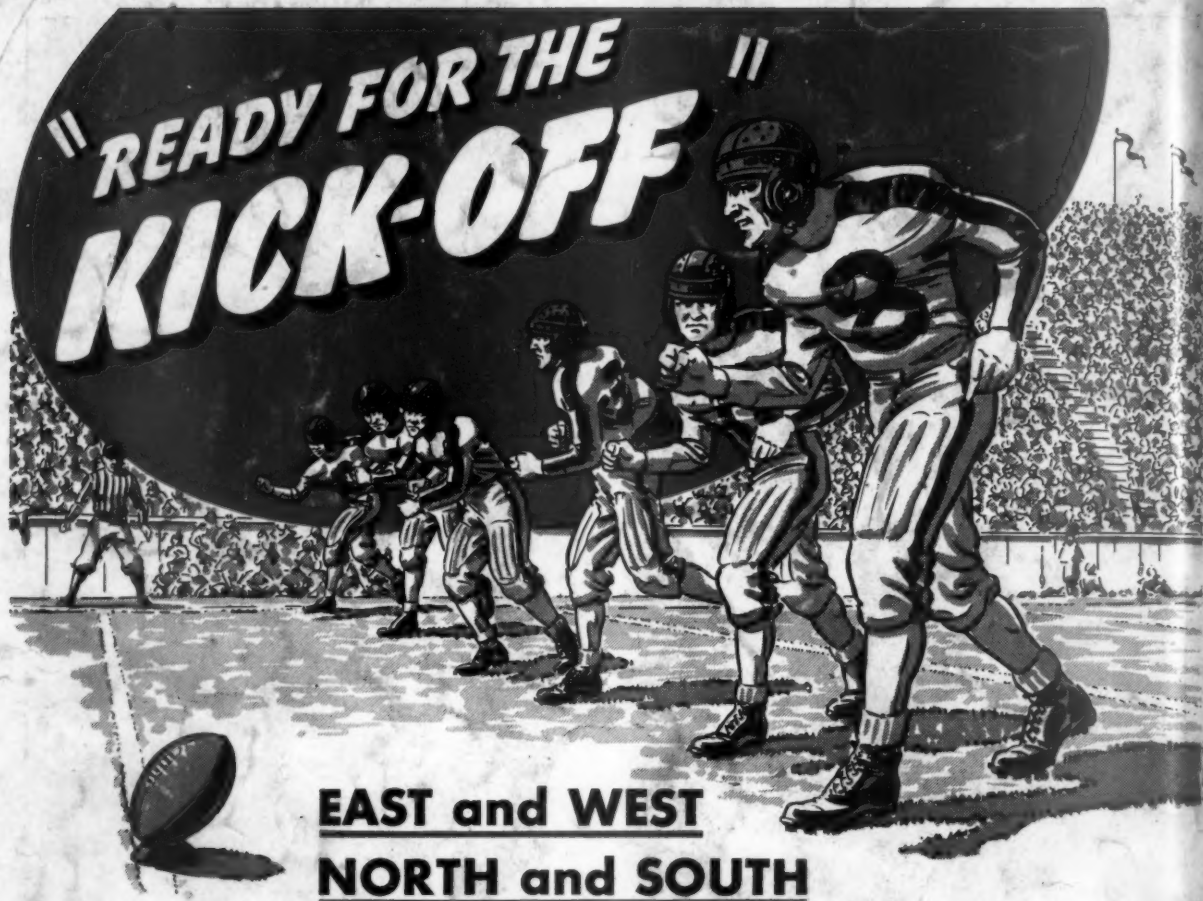
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